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ABSTRACT

This document provides a compilation of information presented at the "Cause for Applause" conference sponsored by the Urban Education Network of the North Central Regional Educational Laboratory (NCREL) and the Chicago (Illinois) public schools. The first section, "Strategies for Urban School Improvement," describes programs and practices that offer promising and successful strategies to improve student achievement through school restructuring networks, districtwide initiatives, and promising schoolwide programs. Thirteen types of innovative curricula and instructional practice programs are also explored. An index by program location lists the 101 programs reviewed. The second section, "Resources for School Improvement," lists NCREL and Midwest Regional Center resources, as well as 92 programs in the National Diffusion Network, research and development centers, and conference resources. The NCREL Urban Education Network is described, and an evaluation form is included. (SLD)

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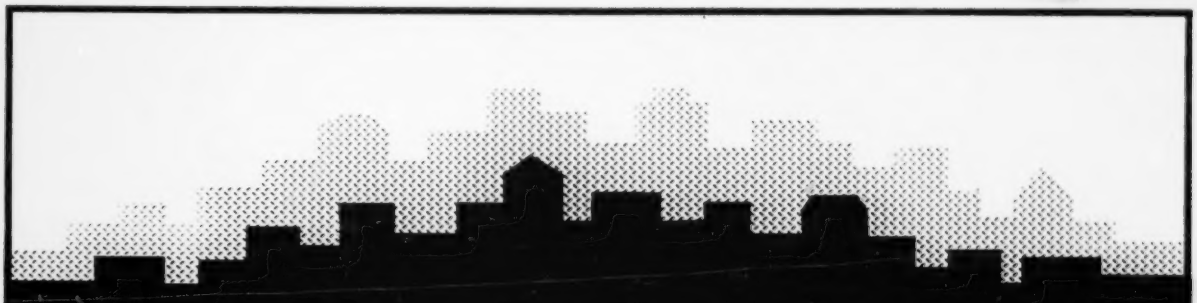
Resources for Urban School Improvement

Based on presentations at



Cause for Applause: Strategies that Work in Urban Schools

Sponsored by the Urban Education Network and the Regional Policy Information Center of the North Central Regional Educational Laboratory and the Chicago Public Schools

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What's Inside?

Listing of promising programs and practices with contact names, phone numbers, and addresses

NCREL resources

Descriptions of urban programs approved by the National Diffusion Network

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Resources for Urban School Improvement provides a compilation of information presented at "Cause for Applause: Strategies that Work in Urban Schools," a regional conference held March 26-28, 1992, in Chicago, IL. "Cause for Applause" was sponsored by **the Urban Education Network (UEN) of the North Central Regional Educational Laboratory (NCREL) and the Chicago Public Schools.**

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"We can, whenever and wherever we choose, successfully teach all children whose schooling is of interest to us.

We already know more than we need to know to do that.

Whether or not we do it must finally depend on how we feel about the fact that we haven't so far."

—Ron Edmonds

North Central Regional Educational Laboratory

NCREL is one of ten regional laboratories working to improve education. NCREL disseminates information about effective programs, develops educational products, holds conferences, and conducts research and evaluation. It also operates the Midwest Regional Center for Drug-Free Schools and Communities.

NCREL connects researchers and educators on a wide variety of topics, including how students learn and the most effective teaching and leadership practices. It makes the latest information from research and practice available to school administrators, policymakers, teachers, and parents. NCREL serves seven states: Illinois, Indiana, Iowa, Michigan, Minnesota, Ohio, and Wisconsin--a diverse region of rural and urban school districts, with nearly 18,000 schools, 500,000 teachers, and 8 million students.

Strategies for Urban School Improvement

*The following section describes programs and practices that offer promising and successful strategies to improve student achievement. This list is not intended to be all-inclusive. It is limited to the programs and schools presented at the "**Cause for Applause: Strategies that Work in Urban Schools**" conference, sponsored by NCREL's Urban Education Network and the Chicago Public Schools. The names, telephone numbers, and addresses of principals and program coordinators have been provided, so that you can obtain information on these programs.*

The role of NCREL's Urban Education Network is to facilitate networking and sharing of resources with urban educators to support teaching and learning in schools and communities. This guide is a resource to help you shop for ideas, effective programs, and instructional innovations.

School Change and Leadership

School Restructuring Networks

Accelerated Schools Project . . . . . .

The Principles of Accelerated Schools The Accelerated Schools Project is a comprehensive approach to school change begun at Stanford University in 1986 to accelerate the achievement of at-risk students. Since January 1989, 24 Illinois elementary and middle schools have been involved in a partnership with the Illinois State Board of Education known as the Illinois Network of Accelerated Schools (INAS). The accelerated schools partnership originated from research conducted by Dr. Henry Levin and focuses on three principles: unity of purpose, shared decision making with responsibility, and building on strengths. With these three principles as a basis, the schools have set about restructuring their organization, curriculum, and instruction so that *all* students learn at an accelerated rate, achieve their maximum potential, and feel confident about themselves personally, socially, physically, and academically.

For information about the Accelerated Schools Project (newsletter, reprints of past articles and papers, and a 25-minute videotape on loan basis), contact Dr. Jane McCarthy, Center for Educational Research at Stanford (CERAS), School of Education, Stanford University, Stanford, CA (415) 723-3095.

Publications Available To receive a copy of *A Guide to Becoming an Illinois Accelerated School*, the INAS newsletter, and other publications, contact the Illinois State Board of Education, Division of Program Development and Intervention, Program Development Section, 100 North First Street (C-361), Springfield, IL 62777-0001, 217-524-4832.

"An effective approach (for educationally disadvantaged students) would create learning activities characterized by high expectations and a learning environment characterized by high status for the participants."

— Henry M. Levin, founder and director of the Accelerated Schools Project, Stanford University

School Change and Leadership . . . . . .

Gavin Elementary School - Chicago Heights, IL Dr. Charles E. Gavin Elementary School (pre-K to 6 school) is rapidly transforming its students in this process. The large majority of students are from economically and socially disadvantaged homes and varied cultural backgrounds, have low academic achievement, and are highly mobile (in and out of attendance area). Students are scoring higher in math, participating in extended day programs, experiencing more "hands on" learning, expanding their career awareness, improving their self-esteem, and developing oral and written communication skills.

Parents exhibit confidence in the school by attending GED and Adult Basic Education classes offered at the school, learning art activities with the children each Thursday morning, and signing an agreement of support to ensure that their children arrive at school on time, read, do homework, and go to bed at a reasonable time. Businesses get involved in the school by inviting students on field trips, donating materials for a greenhouse, volunteering time as tutors and mentors, and serving as role models for career inspiration.

For more information about Gavin's programs, contact Yvonne Robinson, principal, Gavin Elementary School, 280 East 12th Street, Chicago Heights, IL 60411, 708-756-4153.

Coalition of Essential Schools . . . . . .

Principles of Essential Schools Established in 1984 at Brown University, the Coalition of Essential Schools is a high school-university partnership devoted to strengthening student learning by supporting each school's efforts to reform its priorities and simplify its structure. Based on the research of Ted Sizer, the Essential Schools are guided by nine common principles that stress personalized instruction and demonstration of mastery. More than 90 middle and high schools have joined the Coalition since 1984.

Walden III High School - Racine, WI As one of the oldest Essential schools, Walden III High School in Racine, Wisconsin, has a graduation requirement called the Rite of Passage Experience (ROPE). All seniors must demonstrate mastery in 15 areas of knowledge and competence by completing a portfolio, project, and 15 presentations before a ROPE committee comprising staff members (including the student's homeroom teacher), a student, and an adult from the community. Walden students are represented by a 13-member student government that meets weekly with the 26 faculty members in a governance meeting. Students and teachers have an equal vote on all issues that are raised in governance, which range from housekeeping issues to dealing with cheating. ROPE handbook available.

Contact: Charles Kent, Walden III High School, 1012 Center Street, Racine, WI 53403, 414-631-7000.

"There is no such thing as a distinct, detailed blueprint for a fine school any more than there is such for a successful family. Good schools sensitively reflect their communities--both the students and teachers within the school building, and the wider neighborhood they serve."

—Theodore R. Sizer, Chairman,
Coalition of Essential Schools, Brown University

Illinois Alliance of Essential Schools In 1988, the Governor's Office, the Illinois State Board of Education, and the Board of Higher Education formed the Illinois Alliance of Essential Schools (IAES). Currently, 20 Illinois schools (including 11 Chicago high schools) participate in IAES, which is the operating arm of the Illinois Re:Learning Project. Re:Learning is a partnership between the Coalition of Essential Schools and the Education Commission of the States (ECS). Using the nine principles of the Essential School process and the policy expertise of the ECS, Re:Learning attempts to break down the political barriers that often frustrate school restructuring.

IAES and Illinois's Re:Learning activities

Contact: Dr. Warren K. Chapman, State Coordinator, Illinois State Board of Education, 100 W. Randolph, Suite 14-300, Chicago, IL 60601-3405, 312-814-1487.

Chicago high schools in IAES

Contact: Loleta McDowell, District Administrator, District #11, Chicago Public Schools, 1450 W. Jackson, Chicago, IL 60607, 312-534-7614.

Additional Chicago Contacts

Contact: Dr. Jacqueline H. Simmons, principal, Paul Robeson High School, 6835 S. Normal, Chicago, IL 60621 and Ms. Dorothy Jean Williams, principal, Lucy L. Flower High School, 3545 W. Fulton, Chicago, IL 60624, 312-534-6755.

Dr. James Comer's School Development Program . . . . . .

Successful Implementation in New Haven Created in 1968 by Dr. James Comer and a team of specialists, the School Development Program is a model of school development in which administrators, parents, teachers, and professional staff collaborate to create a social climate that supports the cognitive and affective development of young people. The first New Haven schools to implement the Comer model showed significant improvements in test scores, parent participation, and student and teacher attendance, which led to the districtwide adoption of the Comer model. By 1990, 100 schools across the country, including 10 Chicago schools, followed New Haven's example. Brochures, articles, and a brief essay are available.

Contact: Marc Palmieri, Supervisor, Office of Staff and Organizational Development, New Haven Public Schools, 54 Meadow Street, New Haven, CT 06519, 203-787-8441.

"Students do not come in standardized frames that passively receive what is delivered. Our goals are to create a social climate that helps to close the student development gap, to create an academic programs based on achievement data, and to carry out a staff development program based on social and academic goals..."

— Dr. James Comer, director, School Development Program, Child Study Center, Yale University

Chicago Implementation Four schools participate in the first phase of the Comer School Development Program in Chicago. Four additional Chicago schools will be added in 1992-93, and six more in 1993-94. Youth Guidance coordinates this project, which is funded by the Chicago Community Trust, the John D. and Catherine T. MacArthur Foundation, CITIBANK, Kraft General Foods Corporation, the New Prospect Foundation, Nissan Motor Corporation, and the GATX Corporation. At each school, the program is governed and guided through regularly scheduled meetings of three teams: the School Planning and Management team, the Mental Health team, and the Parent Program team.

Contact: Teresa Leary, project liaison, Youth Guidance, Chicago School Development Program, 53 W. Jackson, Suite 950, Chicago, IL 60604, 312-435-3900.

Success for All . . . . . .

Principles of Success for All Success for All is a schoolwide prevention and early intervention program for students in grades pre-K to three, with options to expand to grades four and five after initial implementation. The program, which is currently operating in 33 schools nationwide, is based on organizing resources to ensure that virtually

every student will reach the third grade on time and in good academic standing. Program components include reading tutors, nongraded reading groups, eight week reading assessments, and family support teams.

Reading Curriculum in Success for All The Beginning Reading curriculum, initiated in kindergarten or first grade, emphasizes language skills, auditory discrimination, sound blending, shared stories, and the use of phonetically regular minibooks that students read to each other in pairs. The Beyond the Basics curriculum, used in second and third grades, is centered on the district's basal or literature series. It emphasizes cooperative learning
activities, including partner and team activities. The pre-kindergarten and kindergarten program uses the Peabody Language Development Kits, Story Telling and Retelling (STaR), to focus on language development. Evaluation results and articles available

Contact: Dr. Lawrence Dolan, Center for Research on Effective Schooling for Disadvantaged Students, John Hopkins University, 3505 N. Charles Street, Baltimore, MD 21218, 301-338-8249.

"A (Success for All) school does not merely provide services to children, it constantly assesses the results of the services it provides and keeps varying or adding services until every child is making it."

—Robert E. Slavin, founder, Success for All, Center for Research on Effective Schooling for Disadvantaged Students, John Hopkins University

Abbett Elementary School - Fort Wayne, IN One second grader at Abbett Elementary School in Fort Wayne, Indiana, described the impact of Success for All this way: "I like our Success for All reading program because I like to read a lot and I think I'm learning how to read a lot better than I ever did."

Fort Wayne's implementation of Success for All

Contact: Cornelia Shideler, principal, or Judy Diagostino, instructional facilitator, Abbett Elementary School, 4325 Smith Street, Fort Wayne, IN 46804, 219-425-7301.

Districtwide Initiatives

Staff Development . . . . . .

Creating a New Approach to Learning: Project CANAL - Chicago, IL

Project CANAL is a five year program aimed at increasing the academic achievement of students enrolled in 70 predominantly African-American and Hispanic schools. Developed by the Department of Equal Educational Opportunity Programs, the project involves a comprehensive training program designed to facilitate the process of shared responsibility for improving educational outcomes.

The training process enables Core Planning Teams, comprising representatives from the Local School Councils and Professional Personnel Advisory Committees, to develop School Improvement Plans for increasing student achievement. Training includes activities in consensus building, such as the Human Development Activity and Nominal Group Technique.

Contact: Phedonia Johnson, director, Project CANAL, 4071 S. Lake Park Ave., Chicago, IL 60653, 312-535-1504.

Total Quality Management as a School Change Strategy - Akron, OH

The Akron Public Schools has been working to implement the principles of Total Quality Management since August 1991. Based on the teachings of W. Edwards Deming, Total Quality (TQ) embodies fourteen principles originally applied to business management, now being adapted to education. Total Quality Management (TQM) provided the philosophical foundation for the basic principles of Effective Schools, site-based management, and participatory management, which were already commitments of the system. Akron school administrators have been trained to apply Deming's theories to help students and all school employees to be high quality learners. Handouts on Akron's implementation of TQM and the Akron newsletter, *Focus*, are available.

☎ Contact: Brian Williams, Deputy Superintendent, Akron Public Schools, or Alvin Heatley, Executive Assistant, School Improvement, 70 North Broadway, Akron, OH 44308, 216-434-1661. For a principal's perspective on the implementation of TQM, contact James R. Bell, principal, Hyre Middle School, 2443 Wedgewood Drive, Akron, OH 44312, 216-733-6286.

School-Business Partnerships . . . . . .

Business Education Alliance - Des Moines, IA

The Des Moines Public Schools and businesses in the Greater Des Moines area formed a Business/Education Alliance through the Greater Des Moines Chamber of Commerce Federation. The Alliance has initiated several programs such as the Coalition of Student Employers, a group of student employers that has voluntarily agreed to limit the number of hours students work each week and to set a 10:00 p.m. curfew on school nights. The Alliance also has distributed a Student Employment Portfolio for students to use as a guide to developing resumes, tracking work history, and soliciting references.

☎ Contact: Jan Drees, Program Coordinator, Business/Education Alliance, Des Moines Public Schools, 1800 Grand Avenue, Des Moines, IA 50309-3382, 515-242-7892.

CLASS (Community Leaders Allied for Superior Schools) - Indianapolis, IN

CLASS is a coalition of 44 business and corporate leaders who have committed $50,000 each to help raise performance standards among elementary and secondary schools throughout the greater Indianapolis area, particularly the Indianapolis Public Schools. Initiation of parenting programs, assistance in developing full service schools, and major computer grant assistance are some of the current efforts of CLASS. CLASS contributes resources for four primary areas in order to increase student achievement by 1997: school restructuring, post high-school outcomes, research and development, and teacher recruitment.

☎ Contact: Dr. James Ray, Assistant Superintendent for Elementary and Secondary Instruction, Indianapolis Public Schools, 120 E. Walnut Street, Indianapolis, IN 46204, 317-226-4411.

"The bottom line is that if none of what we have done or will do in the future improves student performance or helps us become a world class school system, this whole effort is for naught."

—Shirl Gilbert III, general superintendent, Indianapolis Public Schools, speaking about CLASS (Community Leaders Allied for Superior Schools)

COMPACT - Detroit, MI

The Detroit Board of Education, along with eleven partner groups within the metropolitan Detroit community, signed a Compact agreement in May 1989. The Detroit Compact is designed to prepare students for postsecondary education and employment and to

ensure "certainty of opportunity" through guaranteed scholarships and jobs for students who meet compact standards. To date, twenty-one schools, and more than 8,000 students have formally signed the Compact Agreement to undertake the challenges to improve their academic performance. Students are provided with resources and support in the following areas: academic skills, personal management skills, and team work.

Any Detroit public middle or high school may apply to become a Compact school, and any 6th-12th grader in Compact schools may sign Compact Agreements. The Detroit Compact has provided $1.1 million to the 12 participant schools. Compact sponsored activities included academic enrichment programs, field trips, career guidance, motivational assemblies, and individual incentives for on-target students. Compact generated jobs for 535 students, and all 37 students who were eligible received tuition assistance, bringing the total number of Compact supported college students to 68 over a two-year period. Compact students made significant gains in reading and math on the California Achievement Test. Printed materials, program information, and evaluation report available.

☎ Contact: Elysa Toler Robinson, Compact Coordinator, Detroit Public Schools, 5057 Woodward Ave., Detroit, MI 48202, 313-494-1550, Karen Joshua, Career/College Specialist, 313-396-9160 or Cynthia Pearson, Personnel Coordinator, Comerica Corporation, 313-222-5291.

Earn and Learn - Cincinnati, OH

Earn and Learn is a mentoring, enrichment, and job experience program for at-risk inner-city students at eight targeted middle schools and one high school. Since 1988, the program has grown from two schools with 70 students to nine schools with 430 students. During the six-week summer component, students attend an academic enrichment program for two and a half hours in the morning. Students work in the afternoon at community social service agencies, hospitals, arts and educational institutions, nursing homes, and businesses. During the school year, the school and job coordinators mentor the students, monitor their grades and attendance, and provide individual and group counseling. Students also participate in the Earn and Learn club, which provides job skills training throughout the year. Research has shown that Earn and Learn students pass more of their courses than comparable students who do not participate in the program. Over 50 percent of the students who participated in the summer of 1990 maintained or improved their grades and attendance during the 1990-1991 school year, and 90 percent of the job sites participated in following years.

☎ Contact: Helen Rindsberg, Director, Earn and Learn Program, Cincinnati Public Schools, Education Center, 230 East Ninth Street, Room 306, Cincinnati, OH 45202, 513-369-4792.

Programs for Special Populations . . . . . .

School Wide Modified Enrichment Triad Program (MET) - Detroit, MI

Based on Renzulli's Enrichment Triad, MET provides enriched and accelerated learning experiences for academically talented students within the context of a regular classroom. Identified students (about 12-15), grouped with average and below average students, in at least one cluster classroom at each grade level (K-6) set the academic pace. In addition to the core curriculum, all students have the opportunity to participate in school-wide enrichment activities and attend classes in creative dramatics, vocal music, instrumental music, modern dance, and/or art.

Teachers provide ongoing opportunities for students to learn and practice basic academic skills, self management, responsibility, and complex thinking skills. Teachers participate in ongoing staff development that emphasize collaboration, problem solving, decision making, critical thinking, and curriculum differentiation. An interdisciplinary, whole language approach emphasizes writing, speaking, reading, and problem solving. Going into its seventh year, MET has received favorable evaluations from students, parents, and school staff, and the program has documented significant gains in student achievement. Brochures, data, program descriptions available.

Contact: Bessie R. Duncan, Supervisor, Gifted and Talented Education, Detroit Public Schools, 5057 Woodward, Room 956, Detroit, MI 48202, 313-494-0399.

Coleman A. Young Elementary School - Detroit, MI

Coleman A. Young Elementary School has twelve cluster classes, two at each grade level (1-6). All teachers, cluster and non-cluster, have engaged in professional development activities. Many aspects of the cluster classrooms (collaboration, high expectations, use of relevant, challenging curriculum) have been integrated into every classroom.

Young Elementary School utilizes interactive distance learning techniques to teach math and science and offers junior great books reading groups, a peer tutoring program, drug and alcohol prevention programs, drama programs, health education, and career education for its students. These efforts have translated into increased achievement, fewer discipline problems, increased staff and student attendance, greater parental involvement, and many requests for permission to transfer into the school. Data and more information available.

Contact: Phyllis White, principal, Coleman A. Young Elementary School, 15771 Hubbell, Detroit, MI 48227, 313-270-0175.

Junior Mentorship: A Collaborative Elementary Mentoring Experience for the Gifted- Youngstown, OH

In 1991-92, 31 sixth grade students participated in this citywide gifted mentoring program, which involves about 31 mentors who provide ongoing guidance and support. Mentors work with both students and parents to provide information about and support to students in career planning, college preparation, personal issues, and academic achievement. Printed information, application samples, and articles available.

Contact: Maria Pappas, Supervisor, Gifted and Talented Programs, Youngstown City Schools, 20 West Wood Street, P.O. Box 550, Youngstown, OH, 216-744-8779.

Career Assessment and Training Program (CATP) - Milwaukee, WI

Milwaukee's Department of Exceptional Education and Supportive Services established a new program for the assessment and training of handicapped students in 1991-92. Ten businesses and organizations serve as the community sites where approximately 175 students with exceptional education needs (EEN) can receive vocational training. Students are typically assigned to a community assessment and training site for at least six weeks on a half-day basis.

Contact: Alice Streicher, Supervisor, Department of Exceptional Education and Supportive Services, Milwaukee Public Schools, 5225 West Vliet Street, Milwaukee, WI 53201, 414-438-3414.

Community Based Middle School Programs - Milwaukee, WI

Vocational services for middle school students with severe handicaps include a program designed to provide intensive community-based vocational training experiences in a variety of businesses. One paraprofessional is assigned to each middle school selected to participate in the project. The teachers and paraprofessionals establish community-based job training sites and provide mobility and job training to small groups of handicapped students. Work-related behaviors, attitudes, and problem solving are emphasized. Teachers are responsible for developing written job analyses of selected jobs, which include a task analysis of job responsibilities and related training strategies, documentation of vocational assessment data for each student, and frequent communication with teachers and parents.

Contact: Marybeth Sandvig (414-438-3413) or Sharon Grant (414-475-8139), Department of Exceptional Education and Supportive Services, Milwaukee Public Schools, 5225 West Vliet Street, Milwaukee, WI 53201.

School Change and Leadership . . . . . .

Special Populations Programs - Detroit, MI

Through Detroit's Office of Vocational-Technical Education, several programs provide supportive services and academic courses to raise the achievement of economically and academically disadvantaged students, handicapped students, and students proficient in languages other than English. More than 43 programs are offered to help students prepare for careers matched to interest and ability. Students may attend one of five vocational/technical centers that offer half-day specialized training to supplement half-day instruction at regular high schools. About 1,000 middle and high school students participate in a summer program offering hands-on experiences for career preparation. Through the Vocational-Technical Education Program and JROTC, more than 2,300 students become certified in various career fields. Printed materials on the certification process, guidelines, and a brochure are available.

Contact: Stanley Waldon or Delores Norman, Office of Vocational-Technical Education, Detroit Public Schools, 5057 Woodward Ave., Room 804, Detroit, MI 48202, 313-494-1128.

Project CAASEY (Community African-American Support for Elementary Youth) - St. Paul, MN

Project CAASEY offers young black males in grades 3 through 6 support and practical assistance through a mentorship program with about 100 African-American male mentors from the community. Ramsey County Human Services, in collaboration with the St. Paul Public Schools and the Wilder Foundation, has developed the program for students identified as high-risk and students with emotional/behavioral issues. Up to 50 families receive outreach services and participate in group/recreational activities. A mental health specialist has direct contact with students' parents to identify and work on issues that will help students succeed at school, at home, and in the community.

Contact: Bernard Dailey, Director, Special Education, St. Paul Public Schools, 360 Colborne Street, St. Paul, MN 55102, 612-228-3611. Also available for information are: Alpha O. Bibbs III, Project Coordinator at Galtier School (612-293-5912) or Patricia A. Kubat, Human Services Counselor at Maxfield School (612-293-5911).

Human Services Partnerships . . . . . .

Chicago Cluster Initiative - Chicago, IL

The Chicago Cluster Initiative is a collaborative effort intended to coordinate and leverage the resources of 12 key organizations, including the City of Chicago, to improve the quality of teaching and learning in four Chicago neighborhoods. In each neighborhood, Local Cluster Committees, comprising parents and community leaders, work with Cluster staff to design and implement neighborhood educational plans.

Through the Chicago Cluster Initiative, college graduates who were not education majors will participate in internships in the Chicago Public Schools and receive their teaching certificate in the Teachers for Chicago Program. The Medical/Technical Schools Within Schools will prepare DuSable high school students as medical technicians. Vacant apartments are being converted into study centers at the Robert Taylor Homes, the world's largest public housing complex. Parents and school principals will monitor and operate the Study Centers utilizing resources of local universities.

Contact: Greg Darnieder, executive director, Chicago Cluster Initiative, 140 S. Dearborn, Suite 1710, Chicago, IL 60603, 312-726-5324.

"It takes a whole village to educate a child."

—old African proverb

Center for Community Systems Integration - South Bend, IN

With the support and coordination of the South Bend Housing Authority and the Workforce Development Services of Northern Indiana, the citizens of South Bend have developed the project, "Public Housing as University." Community members have formed a social system partnership to design and support an effort to transform selected public housing projects into intensive improvement centers for individuals, families, and communities.

The project is a comprehensive intervention strategy to create positive sub-cultures that help people choose beneficial paths for their lives. Program components include individual family development planning, social service agency teaming, early intervention programming, and effective use of technology.

Public housing and neighborhood families develop individualized empowerment plans leading to self-sufficiency. Public housing staff, resident leaders, and other social service providers are trained to help public housing and other low-income families achieve their empowerment objectives. Youth from public housing and other neighborhoods are organized and trained to be a positive community force, providing community service and mentoring young children. Youth operate a center that features media/communication, technology, physical development, and work preparation training. This program was featured in the NCREL videoseries, **Schools that Work: The Research Advantage** (Program 8 "Integrating Community Services"), which can be purchased through the NCREL publications department.

Contact: Joe Howell, community systems integrator, Gateway Center, Suite 400, P.O. Box 1048, South Bend, IN 46601, 219-239-2380.

Human Service Involvement Program-John Hay/West Technical Cluster - Cleveland, OH

In a cluster of twenty-two schools (2 high schools, 4 middle schools, and 16 elementary schools), students and families receive counseling and support services in areas of alcohol and other drug prevention and personal health. Students and families are counseled on-site by a number of full-time psychologists and social workers. Three schools in close proximity to one another participate in the Tri Campus Coalition and share counseling services. One middle school is a Burger King Academy that has a full-time social worker for two classes of at-risk students. Social services provide personal support to students to improve academic outcomes.

Contact: James Coleman, Area Superintendent, John Hay West Technical Center, Lakeside Administrative Center, 1440 Lakeside Ave., Cleveland, OH 44114, 216-523-5839.

Promising Schoolwide Programs

Elementary Schools . . . . . .

Betsy Ross Elementary School - Chicago, IL

Using Michael Fullan's research as a foundation, this school has initiated a school improvement process in conjunction with site-based management. Fullan's book, *The Meaning of Educational Change*, provided a procedural framework for managing change that guides instructional improvement. The change procedure includes building a shared vision, exploring resources to support change, the application of Concern Based Adoption Theory to implement change, coping with problems associated with change, evaluating and monitoring change, and reframing the vision. Through this change process, Ross Elementary has increased parent involvement, implemented an Afrocentric instructional philosophy and non-retention policy, and offered ongoing professional development in legal issues of reform, child development, motivation theory, and organizational change. Copies of the procedural framework are available.

Contact: Josephine Logan Woods, principal, Betsy Ross Elementary School, 6059 S. Wabash, Chicago, IL 60637, 312-535-0650.

Bret Harte Elementary School - Chicago, IL

Bret Harte operates as a Business, Finance, and Cultural Economics Center, and provides after-school hands-on activities for students to learn career-oriented skills to build career awareness and self-esteem. Economics and business are woven into the whole language curriculum in K-4th grades.

The primary grades have a Hands-On Science Laboratory. Middle grades students learn economics, utilizing a multidisciplinary approach; literature-based reading; hands-on laboratory science; multicultural, project-oriented social studies; and mathematics through the concept-oriented and experientially based Algebra Project (see pages 27-28). All grade level students attend weekly library, art, and physical education classes. Bret Harte's Option for Knowledge Program allows all students to participate in music instruction (both vocal and recorder), and two weekly sessions of computer lab experience featuring business applications and computer assisted instruction.

Bret Harte draws on many outside resources, including numerous neighborhood and community organizations. Funds from Amoco Oil Corporation and the Illinois State Board of Education's Urban Partnership Grant Program have supported a number of Bret Harte programs. Over 40 percent of the 350 students are bused in from outside of the attendance area and over 60 percent are eligible for free/reduced lunch. Printed material available

Contact: DianA C. Rochon, principal, Bret Harte, 1556 East 56th Street, Chicago, IL 60637, 312-535-0870.

Alexandre Dumas Elementary School - Chicago, IL

The Paideia Program helps improve student performance. Parents, teachers, and community residents work together to create a nurturing and outstanding learning environment. Instructional seminars enable students to master different subject concepts, learn general knowledge through didactic teaching, develop fundamental skills through coaching or supervised practice, and acquire an enlarged understanding of ideas through Socratic questioning and literature-based instruction. Teachers also utilize activities from the "I Can Problem Solve Program" as an instructional tool that assists students in developing higher order thinking skills.

Contact: Charlene Bradley, Program Coordinator, Alexandre Dumas School, 6650 S. Ellis Ave., Chicago, IL 60637, 312-535-0750.

Edison Elementary School - Kankakee, IL

Edison's 360 students have consistently scored above the state averages on standardized tests in all assessed areas. Edison teachers have taken the latest research in reading, and applied it to their instruction using strategies to activate students' prior knowledge in reading and to encourage students' critical thinking, predicting, monitoring, and questioning. Inferential and evaluative questioning techniques are used to help students construct meaning from texts and to facilitate understanding. These strategies are taught through an integrated language arts/whole language approach that actively involves students with small group instruction and cooperative learning. Judy Trumble, a third grade teacher, was instrumental to this effort and has been recognized for her outstanding teaching by being selected as one of the 12 state finalists for the "Those Who Excel" program and by receiving an Illinois Distinguished Educator Award.

Contact: C.R. Price, principal, or Judy Trumble, teacher, Edison School, 1991 E. Maple Street, Kankakee, IL 60901, 815-932-0621.

Grant School - Elgin, IL

Through a partnership with Matshita Electric Corp., the parent company of Panasonic, Grant School will offer services and activities to students previously unavailable. Students who wish to participate in the music program, but cannot afford the fee, will receive instrument scholarships. An after school program offers instruction and resources for academic enrichment, sports, and foreign language activities. Course offerings range from guitar to volleyball, computers to cheerleading to drawing. Bused students are now

able to participate in after-school activities, with additional money for bus transportation.

Grant students publish books and receive rewards for increasing the number of books they read. Family field trips and parent homework activities are ongoing techniques to keep parents involved. Local business and community leaders are guest speakers, and activities such as the Olympic Fun Fest and Science Fair stimulate students' interest in academics.

Contact: Barbara Galloway, principal, Grant School, 265 North Jackson, Elgin, IL 60123, 708-688-5199, or Charles Preston, General Manager, Panasonic Co., 1707 North Randall Road, Elgin, IL 60123-7847, 708-468-4206.

Guggenheim Elementary School - Chicago, IL

Guggenheim has numerous programs designed to boost student achievement and create classroom environments conducive to strategic teaching and learning. Teachers use Integrated Learning, which draws upon cognitive science research on multiple intelligences and students' learning styles and employs strategies to accelerate student learning. Accelerated Learning techniques are also used, which involve the instructional use of music, drama, and story-telling to improve student performance. Guggenheim also participates in the NCREL-supported Strategic Reading Project, in which teachers use teaching strategies based on the latest reading research to improve critical thinking and reading comprehension.

Computer-assisted instruction in IBM computer labs helps students become technology-literate. All students participate in weekly martial arts instruction in a school-based Tai Chi program. The school is organized into four pod levels to facilitate interdisciplinary instruction and team planning and teaching. Spanish classes are offered twice a week for 2nd-8th graders. 3rd-8th grade boys participate in discussion groups and sports activities as part of a Male Responsibility program led by trained male community volunteers.

Contact: Michael Alexander, principal, or Nancy Ellis, teacher facilitator, Guggenheim Elementary School, 7141 South Morgan, Chicago, IL 60621, 312-535-3587.

Harrison Primary School - Peoria, IL

Harrison's "Room of Discovery" provides an enriched classroom climate for reading and learning. It houses a wide variety of cultural and educational stimuli designed to spark creativity, problem solving, and verbal expression during reading for 1-4 students. Partnerships with more than 40 community organizations make possible this room full of things to touch, smell, see, hear, and taste. Activities are aligned with the reading series, and field trips supplement this experience.

Harrison also offers its students computer assisted reading centers and after school discovery clubs in areas such as art, music, African-American history, journalism, and stamp collecting. Parents of preschoolers work with their children through the STAR program, and parents take advantage of a Parent Teacher Resource Library that offers books, games, and other materials for parents to use with their children. A Celebrity Reader Program invites different community personalities to read to students. Harrison also rewards students through its Student of the Month program, and the Whiz Kids program for third graders features an academic bowl to stimulate academic achievement.

Contact: Ken Hinton, principal, Harrison Primary School, 2702 W. Krause Ave., Peoria, IL 309-672-6522.

Jefferson Elementary School - Jacksonville, IL

Jefferson has developed linkages and partnerships with various social service agencies, including the Illinois Department of Children and Family Services, Capitol EMI Recording, General Telephone, Illinois Power, Jacksonville Chamber of Commerce, Hobby Horse Day Care, Elks Youth Baseball, and the VFW Auxiliary to increase student achievement.

The Positive Parent Program (PPP) offers parents the opportunity to get more involved in the education of their children. The Illinois Department of Children and Family Services offers eight two-hour classes on boosting self-esteem and academic achievement and hosts social time afterwards to develop group dynamics among parents. Home visits by teachers adds to communication with parents.

Students scoring in the lowest quartile participate in an extended day program from 2:45 to 4:00 p.m. and learn spelling, reading, writing, and vocabulary from Jefferson teachers. These programs have increased parental involvement, improved school-home relations, increased test scores, and resulted in more positive relations between parents and local service agencies. Prior to 1989, all of Jefferson's classes scored below grade level. In May 1991 in grades 1 through 5, all classes scored at or above grade level. Further data and information available.

Contact: Bill Kinzer, principal, Jefferson Elementary School, 733 North Clay, Jacksonville, IL 62650, 217-245-7905.

Keidan Elementary School - Detroit, MI

Since 1989, Keidan's 800 students have increased achievement, received fewer conduct violations, and improved attendance. About 200 students participate in the preK-5 programs, including preschool, Head Start, and full-day kindergarten. In a business partnership with IBM, IBM provides computers, and about 50-60 employees volunteer tutoring services and offer classes for the students. About 150 students participate in the After School Incentive Enrichment Program, twice a week, which offers classes on topics like cooking, chess, art, baton twirling, music, drill team, etc. About 60 students participate in the After School Tutoring program for academic enrichment, twice a week.

Parents volunteer for a host of school responsibilities, including lunch duty, recess, field trips, tutoring, and safety patrol. Interdisciplinary teacher teams in each grade level meet once a month to coordinate curriculum. About half of the 4th and 5th graders participate in the science fair with elaborate projects. Students boost self-esteem at recognition ceremonies, held four times a year, and receive Boys and Girls Club memberships, prized basketball game tickets, etc. School staff and parents will manage an after-school lending library, opening in fall 1992.

Contact: Eddie Mae Huwitte, principal, Keidan Elementary School, 4441 Collingwood, Detroit, MI 48204, 313-270-0052.

Madison School - Pittsburgh, PA

Madison has consistently been a high-achieving school, and ranked first among Pittsburgh elementary schools on the California Achievement Test in math and reading in 1990-1991. Madison's K-5 students participate in an intensive interdisciplinary curriculum in reading, math, science, language arts, and social science. Advisory groups in areas such as curriculum and discipline form the basis for shared decision making at Madison. To strengthen interdisciplinary planning, an instructional teacher leader from the primary grades, intermediate grades, and related arts works with the principal and supervisory instructional specialists in each content area to plan curriculum.

Parents are actively involved as volunteers in the classroom, tutors, PTA representatives, and lunch program helpers. Multiculturalism is integrated throughout content areas to foster appreciation of various cultures. In conjunction with Carlow College, 3rd - 5th graders work in an African-American arts project with community artists who come into art classrooms about once a month. After school workshops help develop students' appreciation of African-American art. Madison also works with preservice teachers at Dukane University who provide tutoring services and operate a Saturday reading and mathematics lab at the campus for students and parents.

Contact: Vivian Williams, principal, Madison School, 3401 Milwaukee Street, Pittsburgh, PA 15219, 412-622-8460.

James McCosh Elementary School - Chicago, IL

Numerous partnerships with businesses, community agencies, churches, and universities contribute to McCosh students' increased achievement, self-esteem, and participation in school activities. Partnerships with United Charities, Urban Gateways, Art Resources in Teaching, Chicago State University, and ETA Theater promote increased student achievement in reading through art experiences, staff development, after school experiences, and parent involvement. The Reading is Fundamental program provides four books for each student.

Partnerships with Kennedy King College and the University of Illinois at Chicago offer students and staff opportunities for hands-on experiences, tutorial support, workshops, and field experiences to improve achievement in mathematics and science. Fifty sixth graders participate in an alumni mentorship program where McCosh alumni provide positive role models and support in academics and career preparation. McCosh also coordinates a transition program with Hyde Park High School, which uses high school student tutors to improve McCosh students' success rate in high school. Teachers and parents volunteer on a biweekly basis to provide after school extracurricular activities for students in areas such as gymnastics, music, drama, and computer science. Additional partnerships focus on drug awareness/prevention, African-American Heritage, parent involvement and development, and special education.

☎ Contact: Barbara Eason Watkins, principal, James McCosh Elementary School, 6543 S. Champlain Ave., Chicago, IL 60637, 312-947-4060.

Eunice Smith Elementary School - Alton, IL

Alton's After School Tutorial program assists students in grades 1-5 in reading, math, and homework assignments and helps students improve their socialization skills. Each of the ten elementary schools involved in this program identify 13 students who need the special services of the program. The instructional staff includes 8 certified teachers each day, 80 college and high school tutors, and community volunteers. Students work one-on-one with a tutor and participate in field trips. The program operates four days a week from 3:00 p.m. to 4:30 p.m., from October to May.

Alton schools operate this program with the cooperation of Riverbend United Way, the Madison County Urban League, the Alton Foundation, Principia College, Lewis and Clark Community College, Southern Illinois University, Alton May Co., Famous and Barr, and the Alton City government, who provide financial support, volunteers, transportation, and academic services.

In Alton's Parents as Educational Partners (PEP) program, parents provide volunteer services, receive support and classroom instruction on evenings and weekends, and participate in evaluation and decision-making activities. Strategies include regular home visits and a parent support team.

☎ Contact: Edward Hightower, principal, Eunice Smith Elementary School, 2400 North Henry Street, Alton, IL 62002, 608-463-2077.

South Pointe Elementary School - Dade County, FL

As the first public school in the nation to be managed by a private company, South Pointe represents quite an experiment in school reform and management. Education Alternatives, Inc., in conjunction with Johnson Controls World Services, Inc., and KPMG Peat Marwick, have managed the redesign of the school's administration and curriculum.

South Pointe's Tesseract model utilizes a developmentally appropriate and individually tailored instructional approach in which students participate in hands-on activities, use manipulatives in problem-solving, perform drama, and play educational games in learning. The academic program in K-6 requires each child to have a Personal Education Plan and a Learning Style Assessment. South Pointe uses technology applications, low teacher-student ratios, differentiated staffing (pair teacher and paraprofessional per each 24 students), heterogeneous grouping, and extended day and summer programs to meet the needs of individual students. South Pointe operates a preschool program based on the approach and techniques of High Scope, an NDN-approved program, originally piloted in Ypsilanti, MI. (See pages 25-26). Numerous articles, printed materials, and video clips are available.

☎ Contact: Mae Gaskins, Vice President of School Operations, Education Alternatives, Inc., 1600 West 82nd Street, Suite 250, Minneapolis, MN 55431, 612-885-5572, or Pat Parham, principal, South Pointe Elementary School, 1050 4th Street, Miami Beach, FL 33139, 305-531-KIDS.

Terrell Elementary School - Chicago, IL

Located in the heart of the world's largest public housing complex, the Robert Taylor Homes, Terrell provides exemplary programs for students most at-risk. Take Home a Teacher is a reading motivation program for K-3 students. The program helps increase children's motivation to read with take-home videos in which stories are read to them. Students are able to take home a videotape of a big book (a whole language series) being read to their class. Students and parents re-read stories together to reinforce reading at home. Terrell also offers two State Prekindergarten classes (see page 26), three all-day kindergarten classes, Cooperative Learning in the first through eighth grades using the Johnson and Johnson model, Augmented staffing in selected classrooms, and a gifted education program. Through a business partnership with AT&T, AT&T employees volunteer as mentors to seventh and eighth grade students.

Contact: Reva Hairston, Principal/Project Director, Terrell Elementary School, 5410 S. State St., Chicago, IL 60609, 312-535-1490.

Robert L. Vann School - Pittsburgh, PA

Vann's 300 students learn about the contributions of African-Americans throughout history in social studies, science, music, art, and literature. Examples of materials used are brown-skinned puppets, negro spirituals, books about black inventors, and biographies about successful black Americans. Many programs build the self-esteem of teachers and students at Vann, including art and music programs that showcase students' talent, and awards and incentives for school service, outstanding behavior, leadership, and positive attitude.

Parents are actively involved in the activities at Vann through an after school program for parents, parent-teacher conferences, and learning/social events sponsored by the PTO. A variety of instructional strategies are used, but writing and African-centered curriculum materials are common across classrooms. Mathematics instruction is based on the standards set forth by the National Council of Teachers of Mathematics (NCTM). Teachers have restructured lessons to include more problem-solving and hands-on activities and more collaborative learning experiences.

Expectations are high at Vann, and a 15-year history of high academic achievement is the result. Assessment is based on teacher-developed tests, teacher observation, the California Achievement Test, and the Monitoring Achievement in Pittsburgh (MAP) tests. MAP tests can guide instructional planning, because they are not standardized. They do not provide data on mastery/non-mastery of objectives, and they specify particular learning outcomes. MAP tests are given in every subject area including reading, composition, critical thinking, grammar, history/geography, math, and science.

Printed material on instructional programs and practices available from the school. A video entitled "Every Child Can Succeed" and teacher reference materials on Vann Elementary School are available through the Agency for Instructional Technology, Box A, 1111 West 17th Street, Bloomington, IN 47404-3019, 800-457-4509 (in Indiana, call 800-284-1753).

Contact: Doris Brevard, principal, Robert L. Vann School, 631 Watt Street, Pittsburgh, PA 15219-4596, 412-622-8455.

George Washington Elementary School - Gary, IN

As a result of implementing innovative instructional approaches, successful school/community collaboration, and school-wide restructuring strategies, student performance at George Washington has significantly improved. Once the lowest achieving school in the district, Washington raised student achievement in language arts, mathematics, and attendance. This "high risk" school of 450 K-6 students, with a 73 percent indigent rate, was recognized by the Indiana Department of Education as the sixth most improved school from among over 1,000 schools in Indiana.

The "Mighty Men of Tomorrow" and "Young Ladies with Class" programs build the self-esteem of fourth, fifth, and sixth graders at Washington. Mighty men meet in discussion groups weekly, interact with prominent and/or reformed community members who serve as role models, and participate in service projects at least bi-monthly. Young ladies conduct activities to build school spirit and pride, take field trips to build comraderie

and learn about the contributions of women to society, and receive training in social graces. Parents are active participants in running a parent education center, which gives parents and students the opportunity to further their learning together. Parents also complete report cards on their children's progress and the school's services.

Contact: Cordia Moore, principal, George Washington Elementary School, c/o Gary Community School Corporation, 13th Avenue and Wright Street, Gary, IN 46404, 219-977-2160.

Westwood Elementary School - Pittsburgh, PA

Westwood Elementary, a K-5 school, carries its school theme, "Caring, Sharing, and Learning," throughout its instructional approach. Westwood uses child-centered instructional strategies, routines, assessment practices, and school climate activities based upon the Effective Schools model. Programs garner the total commitment of administration, staff, and parents to improve student academic performance, promote respect for diversity, and build students' self-esteem.

Contact: Janet Bell, principal, Westwood Elementary, 508 Shadyhill Road, Pittsburgh, PA 15205, 412-928-6570.

Middle Schools . . . . . .

Fritsche Middle School - Milwaukee, WI

Through a structured school improvement process, based on Effective Schools research, Fritsche Middle School has significantly increased student achievement and reduced tardiness, suspension, and discipline referrals.

The school improvement pilot project has four components: 1) targeting specific affective and cognitive goals, 2) targeting populations and subpopulations, 3) defining strategies and interventions to meet goals and serve populations, and 4) assessing results and revising accordingly. An outside consultant inserviced key personnel and the entire faculty set the goals of improving student organizational skills, reading comprehension, vocabulary, and mathematics problem solving. The alignment of reading and math curriculum with the goals and content of standardized tests has resulted in a 57 percent improvement in standardized test scores in math and reading.

The schoolwide tardy policy which uses mediation essays and a tardy room has reduced tardiness by 60 percent and has demonstrated a success rate of 99.8 percent of students attending class on time. Students who continued to have tardiness problems were identified and various interventions were used, including mobility training, escort service, temporary self-contained classroom, lunchroom detention, and peer helpers. A peer mediation program to help students solve problems peacefully also was established to reduce the emotion level of the building often associated with middle years. The suspension rate for all students dropped from 27 percent to 9 percent. Written descriptions of policy and process are available.

Contact: William Andrekopoulos, principal, Fritsche Middle School, Milwaukee Public Schools, 2969 South Howell Ave., Milwaukee, WI 53207-2093, 414-481-6720.

Robinson Junior High School - Toledo, OH

The Academics Plus Program at Robinson is a comprehensive enrichment program for all students. Student suspensions have been consistently lower than the school district's junior high average and test scores in reading and math have substantially improved since the implementation of this program.

Each student is placed in a cluster of about 100 to 125 students. Depending on enrollment, the school usually creates four cluster groups--seventh grade, eighth grade, mixed seventh/eighth grades, and special education. Each cluster group has its own teaching team made up of teachers from five areas: English, reading, math, science, and social studies. These five core teachers work as a team with the same cluster of students for two years.

Cluster teachers have common planning periods to integrate lesson plans, conduct joint assessment of students, and hold conferences with parents.

Robinson regularly brings in many outside speakers, positive role models, and business and community people to talk with students about careers, society, and the future. About 50 mentors from different professions work with individual students, meeting one-on-one approximately twice a month. Matching is based on the student's area of interest and the mentor's profession. Mentoring often includes visits to the professional's place of work and social outings. A local bank installed a mini-bank at the school to help students learn about handling accounts.

All students participate in the "Plus" component from 2:30 and 4:30 p.m. The extended day component provides opportunities for recreational enrichment and supplemental instruction. Courses include girls' leadership and fashion, boys' leadership and fashion, dollars and sense for prospective bankers, multicultural heritage, choir, dance, instrumental music, piano, art, sewing, cooking and nutrition, woodworking, computer programming, and a variety of sports.

Contact: Richard Jackson, principal, Robinson Junior High School, 1007 Grand Ave., Toledo, OH 43606, 419-244-1852/419-244-3753.

High Schools . . . . . .

Edward Tilden High School - Chicago, IL

The Tilden Academic Model (TAM) connects academics to vocational education to increase students' critical thinking skills and improve career preparation. Of the 1,500 students, about 200 participate in the Talented and Gifted (TAG) Program, which provides intensive instruction in music, drama, and standard academic disciplines after school and on Saturdays. About 250 students participate in WAVE (Work, Achievement, Values, and Education), which focuses on communication skills, self-esteem, and job presentation and preparation. Several students take Calculus in six-week classes at the University of Iowa. Tilden also hosts an Academy for Travel and Tourism to train students for vocations in travel, and a Tech-Prep program to prepare students for careers utilizing various technologies.

Contact: Dr. Hazel B. Steward, principal, Edward Tilden High School, 4747 South Union Ave., Chicago, IL 60609, 312-535-1625.

Sullivan High School - Chicago, IL

Sullivan began its Paideia program in 1984, and became part of the Coalition of Essential Schools in 1987. The Paideia philosophy is based on Mortimer Adler's research and the "three columns of learning." Through this approach, all students learn general knowledge through didactic teaching, develop fundamental skills through coaching or supervised practice, and acquire an enlarged understanding of ideas through Socratic questioning and literature-based instruction. In an approach based on the research of Ted Sizer, Sullivan also emphasizes the Essential Schools' nine common principles, which stress personalized instruction and demonstration of mastery.

Contact: Dr. Robert D. Brazil, principal, Sullivan High School, 6631 N. Bosworth Ave., Chicago, IL 60626, 312-534-200.

Innovative Curricula and Instructional Practice

Afrocentric Curricula

Afrocentric Educational Academy - Minneapolis, MN

The Afrocentric Educational Academy serves sixth, seventh, and eighth graders from Lincoln Fundamental School and Franklin Junior High School. It is a pilot program that students attend on a half-day basis. It uses a holistic approach to provide a student-valued Afrocentric, interdisciplinary core curriculum to build students' self-esteem. The program is open to any student from the two feeder schools in the sixth through eighth grades. The Academy is part of the Minneapolis Area Learning Center and provides year-round schooling. The curriculum goals are the same as those of the Minneapolis Public Schools system. Instructional methods and the learning context reflect an Afrocentric perspective. The ultimate goal is to develop a demonstration model that can be utilized at all Minneapolis schools. A brochure is available.

☎ Contact: Dr. Willarene Beasley, principal, or Nell Collier, assistant to the principal, Afrocentric Educational Academy, 1015 Olson Memorial Highway, Minneapolis, MN 55405, 612-377-1556.

"The working policy of each school embodies the notion that all students possess the ability to learn the next thing beyond what they already know. Teachers must hold high expectations for all students. Believe it or not, a lot of teachers simply do not believe that kids can learn. We reject that notion."

— Ken Holt, principal, Parkman Middle School, Milwaukee

Dr. Martin Luther King African-American Immersion Elementary School - Milwaukee, WI

African-American culture provides the basis for developmentally appropriate curricula and instructional practice. Students learn skills for effective communication, problem solving, social and action skills, reflection and analysis, and active citizenship. The core curriculum comprises art, visual and performing arts, language arts, mathematics, computing, science, social studies, music, health and fitness, dance and drama, and gender socialization. Support systems include advising systems, parent advocacy, peer mediation, and buddy systems.

Students learn in two-hour blocks of time, and the school day is extended to facilitate the support structure for homework and advanced coursework. The program operates year-round, to alleviate the problem of the 70-75 percent academic retention loss that occurs for students over the summer. About 100 community members have established long-term commitments and mentor relationships with students. All students devote at least one hour to community service per quarter. All parents sign a contract stipulating one hour of volunteer time per semester, such as fundraising, field trips, dances, tutoring, classroom visitation, Saturday supervision, telephone calls, and clerical assistance.

Teachers are expected to acquire 18 graduate credits above a doctorate or master's degree in African or African-American history, culture, or learning styles. Those credits are earned in increments of 3 credits for the first year, then 6, 6, and 3 over the five-year program. Teachers also make 36 home visits a year. The Robert Fulton Middle School recently opened as an African centered middle school and provides similar programming.

Contact: Josephine Moseley, principal, Dr. Martin Luther King African-American Elementary School, 3275 North 3rd St., Milwaukee, WI 53212-2064, 414-562-4174, or Robert Griffin, principal, Robert Fulton Middle School (to be renamed, fall 1992) 2760 North First Street, 53212-2499, 414-264-0160.

Suder Elementary School - Chicago, IL

Suder is a pre-K-8 school, and 95 percent of the students reside in the Henry Horner Homes on the near West side of Chicago. Suder began Project Africa in 1988, which has provided the opportunity for about 40 fifth, sixth, and seventh grade students to participate in a two-week educational tour of West African countries each year. All students learn about African culture, including art, music, geography, and history, in an African Culture and Awareness class.

Project Africa field study helps students discover cultural roots in language, art, music, and religion. Students are accompanied by the principal and several teachers. In preparation for the tour, students write to African pen pals, study French, attend African cultural awareness classes, attend African community activities, and keep journals before, during, and after the trip. Student travelers share their experiences with other Suder students, students from other schools, Suder staff, and representatives from community churches and organizations. Suder houses an African Culture Center, which displays artifacts such as clothing, musical instruments, art work, and games brought back by students from Africa and a large collection of books about Africa.

Contact: Brenda Daigre, principal, Suder School, 2022 West Washington Blvd., Chicago, IL 60612, 312-534-7685.

Alternative High School Programs

City-As-School - New York, NY

As an alternative high school program, City-As-School (CAS) links students with learning experiences throughout the community. Students spend from 30 to 40 hours per week in learning experiences utilizing community resources of a business, civic, cultural, social, or political nature. This new approach enables students to attend resources for one cycle (9 weeks) or two cycles and receive credit or no credit rather than letter or numerical grades. Weekly seminar groups serve as forums for discussions of guidance, academic, and social issues.

Contact: Bill Weinstein, City-As-School, 16 Clarkson St., New York, NY 10014, 212-691-7801.

DeLaSalle Model - Kansas City, MO

The DeLaSalle Model increases school attendance, improves academic skills, and enhances self-esteem and educational attitudes in students who have dropped out of high school and have no other chance for completing an education.

DeLaSalle employs a variety of programming features and services within a comprehensive model to allow every youngster to be successful in his or her education. These include a supportive, nontraditional school structure, a small student-teacher ratio, individualized learning, student contracting, intensive counseling, vocational skill training, and a diagnostic perspective teaching process.

Contact: Regina Hansen, DeLaSalle Education Center, 3740 Forest, Kansas City, MO 64109, 816-561-3312.

Emerson School Connection Center - Minneapolis, MN

The Connection Center is a year-round dropout re-entry program for youth ages 14 to 25. Students are given an opportunity to pursue their high school diploma or GED through creative ways of earning credits in a nontraditional, flexible setting. In its first year (1990-91), the Center re-engaged more than 600 dropouts and reconnected them to appropriate high schools and alternatives of their choice. The Center networks with business and community agencies to provide the support needed for students. The program combines the technology of a computer-aided learning program designed to individualize instruction with a humanized teacher support system and comprehensive counseling services in the areas of educational, vocational, and personal counseling.

☎ Contact: Dr. Willarene Beasley, principal, or Nell Collier, assistant to the principal, Emerson Connection Center, 1421 Spruce Place, 3rd floor, Minneapolis, MN 55403, 612-627-2265.

High School Re-Entry Center - Chicago, IL

The Re-Entry Center provides educational services for city-wide students between the ages of 16 and 21 who for various reasons cannot adjust to a regular school environment. During a two-month period, students acquire the skills necessary for a successful transition back into the traditional high school environment. Individual educational plans are set at the time of enrollment and are monitored weekly through the use of CCC "Course Report" and monthly by CCC "Gains Report."

☎ Contact: Katherine O. Smith, Chicago Public Schools, Division of Dropout Prevention, 1819 W. Pershing Rd., Chicago, IL 60609, 312-535-8858.

Lawrence Central High School - Indianapolis, IN

The Accelerating Academic Achievement program is designed for students who have failed three or more classes in one semester, but do not have attendance or discipline problems. The program is based on a team of teachers working with the students for two hours each day. These teachers help students achieve academic success that can eventually carry over into their personal lives. The course offers elective credit for one hour and replaces the student's study hall for the second hour. A team of three teachers is selected to work with the project, one scheduled for both hours to provide continuity, and the other two scheduled for one hour each.

☎ Contact: Bruce A. Edelman, Coordinator of Alternative Program, Lawrence Central High School, 7300 E. 56th St., Indianapolis, IN 46226, 317-545-5301.

P.M. High School - Minneapolis, MN

The P.M. High School provides training and instruction to students ages 16-20 who are not enrolled in public high schools but wish to return to school and earn a diploma. It is a year-round program, designed primarily for students who find the need for an alternative school setting. Classes are held from noon to 5:00 p.m. The P.M. High School combines the technology of a computer aided learning program designed to individualize instruction with a humanized teacher support system and comprehensive counseling services in the areas of educational, vocational, and personal counseling.

☎ Contact: Dr. Willarene Beasley, principal, or Nell Collier, assistant to the principal, Emerson Center/P.M. High School, 1421 Spruce Place, 3rd floor, Minneapolis, MN 55403, 612-627-2269.

Anti-Bias Curricula

Facing History and Ourselves

Facing History and Ourselves approaches citizenship education through a case study of the rise of totalitarianism that led to the Holocaust. Since the mid-1970s, the Facing History and Ourselves National Foundation has provided a powerful model for teaching history that stimulates junior and senior high school students to ask questions, formulate beliefs, and challenge simplistic and long-held viewpoints.

Teacher trainers and the Foundation's resource center have offered workshops and materials to more than 30,000 educators in suburban, urban, and rural schools and communities. Teachers learn strategies for helping students understand and overcome personal biases as well as their own. The curriculum resource manual helps students discover the actual range of human responses made to Nazi ideology before the Holocaust began, and also provides exercises to trace roots of prejudice and discrimination in their own lives. A new resource book, **Choosing to Participate**, shares ways in which students can participate as citizens in community work, human service, politics, and social advocacy. Brochures are available at no cost.

Contact: Francine L. Pope, Facing History and Ourselves National Foundation, Inc., 25 Kennard Road, Brookline, MA 02146, 617-232-1595. Chicago Office: 35 East Wacker Drive, Suite 1300, Chicago, IL 60601, 312-726-0083. Chicago trainer using the curriculum at Lakeview High School: Philip Prale, c/o Center for Urban Education, DePaul University, 243 S. Wabash, Chicago, IL 60604, 312-362-5699.

A World of Difference The World of Difference program has four major training programs to combat bigotry and racism by encouraging understanding and respect among racial, religious, and ethnic groups. In the teacher training, interactive and "hands-on" workshop sessions help teachers develop skills, sensitivity, and knowledge to work effectively with diverse student populations. The program offers teachers of all grade levels tools to address diversity in the classroom, strategies to examine personal and others' biases, and ways to expand personal and students' cultural awareness. Teacher Student Resource Guides are available for K-6 grades and middle/secondary grades, and provide lessons, readings, and activities that focus on multicultural living and prejudice awareness.

A World of Difference offers a Prejudice Awareness Mini-Conference Program for older students. In 1991-92, more than 1,500 students from the Chicago area participated in these conferences. Each participating school may bring up to 25 students and two teachers to these day-long workshops. Each mini-conference focuses on building diverse cultural knowledge, understanding the effects of stereotyping, and acting under circumstances of racism and prejudice.

Training for elementary students incorporates drama, education, and decision-making. An ensemble of professional actors serves as facilitator in a participatory children's play, "The Blue City Crisis." Students become members of a fictitious community and confront a dilemma when a "stranger" seeks to join the community. Each performance accommodates up to 120 students.

A World of Difference also offers a community training program, modeled after a successful training collaboration with the Evanston Human Relations Commission. This training is tailored for community and parent organizations, as well as ad hoc groups. The focus is on developing personal and group strategies for improving group dynamics and working relations in multicultural settings.

Contact: Lindsay Green, Anti-Defamation League of B'nai B'rith, Greater Chicago/ Wisconsin Regional Office, 309 W. Washington St., Suite 750, Chicago, IL 60606, 312-782-5080.

Americans All Americans All is a school and community-based national education program that reinforces and promotes the concepts of diversity and democracy. This program provides teachers, students, parents, and community volunteers with comparative historical information about each of six major population groups who helped discover, pioneer, and

build our nation: Native Americans, Africans, Asians, Europeans, Mexicans, and Puerto Ricans.

The curriculum integrates history, social studies, geography, civics, reading, and writing, and stimulates critical and creative thinking skills. Americans All is designed to help educators increase students' interest in learning, elevate minority student achievement, combat racial stereotypes, enhance self-esteem, and develop students' employability, citizenship, and civic responsibility. Written and audio-visual curriculum materials are developed for kindergarten through second, third, fifth, eighth, and eleventh grades. Americans All tells the story of the peopling of America through historical booklets, personal stories, photographs, slides, posters, cassettes, videotapes, drawings, maps, music, and art. An intensive teacher training and support program accompanies teachers' guides, manuals, bibliographies, and resource materials. A brochure and program evaluation materials are available.

Contact: Gail C. Christopher, director, Americans All, 1 East Wacker Drive, Suite 2400, Chicago, IL 60601, 312-464-9388. National Office: 6011 Blair Road, N.W., Washington, DC 20011, 202-832-0340.

Approaches to Multicultural Instruction

Albany Park Multicultural Academy - Chicago, IL

Albany Park is a junior high school of approximately 200 students, and has created a democratic community for students coming from 24 countries and speaking 17 distinct languages and dialects. Albany Park, a Paideia school aimed at making students the workers and making teachers their coaches, is also a center for cultural studies. Theme-centered learning and weekly Socratic seminars focus on and celebrate the rich, multicultural makeup of the community.

Within each ten-week period, our students learn about, experience, and discuss the history, poetry, philosophy, drama, art, music, and dance of one of four representational cultures: Hispanic, Asian, African, and Eastern European/Middle Eastern. All students are immersed in learning English, developing their own native languages, and acquiring German, which is not any student's native language. Students that are not yet English-proficient receive ESL instruction during language arts and are mainstreamed in other areas. Albany Park's Media Center offers the opportunity for students to produce a monthly television news show and to conduct authentic research for stories and presentations. A brochure is available.

Contact: Mary Lee Lasher, principal, Albany Park Multicultural Academy, 5039 N. Kimball, Chicago, IL 60625, 312-534-5108.

Hans Christian Andersen Multicultural Gender Fair Disability Aware Elementary School - Minneapolis, MN

Andersen is piloting a Multicultural Gender Fair Disability Aware (MCGFDA) Program for its diverse student body, as a part of a districtwide commitment to multicultural education. Teachers and students are proud of the program, which emphasizes MCGFDA principles throughout instruction, curricula, and school management. American Indian resource teachers, a social worker, and two elders from the community give lessons in language and culture to students. The Parents as Partners Program, the Leadership Team, and the Multicultural Advisory Council stimulate extensive parent involvement. Each classroom holds "share-ins," where classes make presentations and share poetry, music, and activities with other classes. A yearly multicultural quiz, an administrative and instructional planning tool, assesses students' understanding of different cultures.

Contact: Barbara Shin, principal, Hans Christian Andersen MCGFDA School, 2727 10th Ave. South, Minneapolis, MN 55407, 612-627-2287.

Project REACH (Respecting Ethnic and Cultural Heritage) Project REACH is one part of four programs in Multicultural and Global training and curriculum offered by the REACH Center. The Center's programs include Global REACH (high school), Project REACH (middle/junior high school), REACH for Kids (elementary), and REACH for Excellence (higher education/business). Project REACH for middle school students proceeds in four phases, and is integrated into the regular social studies program.

The Human Relations Skills phase engages students in a series of activities to enhance self-awareness, self-esteem, interpersonal communication, and group dynamics. The Cultural Self Awareness phase involves students in an in-depth research project related to their personal culture, ethnicity, family history, community, or local culture. For the Multicultural Awareness phase, a set of student booklets, the Ethnic Perspective Series, are used to present American History from diverse ethnic points of view. In the Cross Cultural Experience phase, historical and cultural information in the booklets is made personal through dialogue and exchange with students and adults from different ethnic groups.

From its beginnings, with 150 students and a handful of teachers in one school, the program has expanded to include more than 60,000 students and hundreds of teachers in 12 states during 1988-89. The program has worked effectively in highly multiethnic settings, as well as in the predominantly white communities that it was originally designed to serve. Project REACH has achieved recognition as part of the National Diffusion Network, which offers assistance to school districts wishing to adopt the program.

A brochure describes available workshop and training services, as well as multimedia resources and curriculum materials for the Center's programs at each grade level.

☎ Contact: Gary Howard, executive director, or Colleen Amajuelea, assistant director, Project REACH, 239 N. McLeod, Arlington, WA 98223, 206-435-8682 or 800-533-2554, or your state's NDN facilitator listed on page 45-46.

"Multicultural education is in the self-interest of all people. In some ways, multicultural education becomes remedial education for all of us who went through a system that was not multicultural."

—Gary Howard, executive director, Project REACH (Respecting Ethnic and Cultural Heritage)

Bilingual Education Programs

Kanoon Magnet School - Chicago, IL

At Kanoon, English-proficient students are taught Spanish, and Spanish-proficient students learn English and continue to develop skills in their native tongue. Messages on brightly colored bulletin boards are written in both languages, and children are encouraged to use Spanish when conversing with teachers, 71 percent of whom are bilingual. Kanoon's maintenance bilingual education program goes beyond Illinois's law requiring transitional bilingual education, a three-year program for only Spanish-proficient students to become English-proficient. All Kanoon students participate in bilingual education. Kanoon is 75 percent Hispanic, 15 percent nonminority, and 10 percent African-American, Asian, or other.

Kanoon has 27 classrooms--3 classrooms of each grade. Teachers and students have one period per day called "specials," which is a preparation period for teachers and an integration time for students. The three teachers in each grade level have professional preparation together. During "specials," Spanish-proficient and English-proficient students heterogeneously grouped by grade, go to art, music, and physical education together. They are not grouped by ability, and all students have the opportunity to use Spanish in meaningful ways. As part of Kanoon's international studies program, students learn about the cultures and history of nations around the world in both Spanish and English.

☎ Contact: Diana Azcoitia, principal, Kanoon Magnet School, 2233 S. Kedzie, Chicago, IL 60623, 312-534-1736

La Escuela Fratney - Milwaukee, WI

Established in 1988 by a group of teachers, parents, and community members, La Escuela Fratney provides two-way bilingual and multicultural education through whole language instruction. La Escuela Fratney enrolls both English- and Spanish-proficient students, who learn a second language from adult teachers *and* peers. Without a definite structure for language choice in the classroom and with the societal pull toward English, Spanish-proficient students acquire their second language much more readily than English-proficient classmates.

In the second year, an alternate day/alternate classroom strategy was implemented to immerse students in Spanish and English separately. Teacher and parent enthusiasm was so strong for this strategy that it was implemented at all grades in the third year. Instruction is geared toward four schoolwide themes that focus on the perspectives of diverse ethnic and cultural groups. School programs are guided by a written philosophy of multicultural, anti-racist education developed by parents on the Curriculum Committee. A multicultural education checklist and other printed material are available.

Contact: Carol Schmuhl, principal, La Escuela Fratney, 3255 N. Fratney Street, Milwaukee, WI 53212, 414-264-4840.

Lincoln Elementary School - East Chicago, IN

Lincoln Elementary offers maintenance bilingual education, instruction in English and Spanish in K-8, for all of its students. About 100 students attend Lincoln; 60 percent are Mexican, 35 percent Puerto Rican, and 5 percent European-American. Many are children of migrant workers or migrant workers themselves, which makes for a transient student population. All East Chicago schools have bilingual education programs. Bilingual students are integrated in classes with Spanish-proficient students and little ability grouping is conducted. However, most students take an ESL class for one period per day during their first two years at Lincoln.

The bilingual program uses a teacher-developed curriculum, focused primarily on reading, language arts, and culture. Strong parent involvement is characterized by parents' providing classroom support and conducting demonstrations on various topics. Teachers use strategies such as cooperative learning, journaling, whole language instruction, literature-based instruction, and bilingual instruction with a basal reader series. Most teachers are adept at teaching all subject areas in both languages. Ongoing staff development provides teachers with strategies for bilingual instruction, team teaching, and curriculum development. Lincoln Elementary is an active participant of the Urban Teacher Education Program (UTEP) at Indiana University Northwest. About 25 UTEP preservice teachers work with Lincoln Elementary teachers as their classroom training. Lincoln's curriculum guide for K-6 will be available in January 1993.

Contact: Wanda Cavazos, teacher, and Lincoln Elementary School, 2001 E. 135th Street, East Chicago, IN 46312, 219-391-4096, or Rose Velasquez, McKinley Elementary School, 219-391-4186.

Sabin Magnet School - Chicago, IL

Sabin offers bilingual education for students who speak proficient Spanish, a dual language program for students who become English-proficient, and a Spanish as a Second Language (SSL) program for students acquiring Spanish. Bilingual education at Sabin includes professional development in SSL, field trips and cultural activities to promote exposure to Spanish culture outside of school/U.S., integration of Spanish into the total school environment, ability grouping, and hands-on and culturally relevant activities. Sabin is a magnet school drawing children from all over the city, although about 80 percent live in the attendance area. Students are predominantly Hispanic (mostly Puerto Rican) and Spanish-proficient. Sabin also incorporates the Paideia philosophy, based on Mortimer Adler's research and the "three columns of learning." Through this approach, all students learn general knowledge through didactic teaching, develop fundamental skills through coaching or supervised practice, and acquire an enlarged understanding of ideas through Socratic questioning and literature-based instruction.

Contact: Edward Peacock, principal, Sabin Elementary School, 2216 West Hirsch Street, Chicago, IL 60622, 312-534-4491.

Waukegan Public Schools - Waukegan, IL

About 1,700 students participate in the Bilingual Education program (Spanish/English) in grades pre-K through 12 at ten sites. Most students are enrolled in bilingual, self-contained classrooms at the given center at the pre-K/elementary level. Bilingual education at the elementary level has shifted from an "integrated" model (where English- and Spanish-speaking students are integrated) to a "self-contained" model.

Project SALIR (Successful Activities in Language Incorporating Reading) is an enriched reading component in the bilingual program grades one through three at the four K-6 bilingual centers. Using a first grade reading/language arts curriculum for bilingual students, the program emphasizes parent involvement and ongoing professional development for teachers in areas including cooperative learning and computer-assisted instruction.

Contact: Sylvia Vela, director, Bilingual/ESL programs, Waukegan Public Schools, 1201 N. Sheridan, Waukegan, IL 60085, 708-360-5449.

Community-Based Parent Training

Chicago Neighborhood Organizing Project (CNOP) - Chicago, IL

Thirty Chicago public elementary and high schools participate in the CNOP's parent and student training program, Working Together to Succeed in School (WTSS). WTSS is a program designed to: 1) increase parents' understanding and involvement in their children's education; 2) empower parents with the necessary skills, knowledge, and confidence to help their children learn; 3) enable students to master the necessary study, test taking, time management, and note taking skills to succeed in school; and 4) share strategies with parents for participating in Chicago's school reform initiatives. WTSS is offered without charge and will be expanding to 30 additional schools through 1996.

Contact: Janet Hudolin-Gabin, director of school reform, Chicago Neighborhood Organizing Project, 4959 West Belmont Ave., Chicago, IL 60641, 312-545-8064.

Early Childhood Programs

Center for Successful Child Development - "Beethoven Project" - Chicago, IL

The Center for Successful Child Development (CSCD) is a comprehensive, community-based, family support/early childhood development program located in Chicago's Robert Taylor Homes public housing complex. Known informally as the "Beethoven Project," the Center provides comprehensive services to families with young children living in the six Taylor Homes' buildings that make up the attendance area for Beethoven Elementary School.

Approximately 120 children enter kindergarten at the Beethoven school each year. Participant families receive comprehensive, prevention-oriented health, education, and social services designed to prepare children for school success and to help parents build stronger, more self-sufficient families. The Center combines four basic early intervention models--home-based family support services, center-based family support services, maternal/child health services, and early childhood education--into a single, comprehensive program designed to prepare children for kindergarten entry and later school success.

Parent child advocates conduct door to door canvassing to locate and recruit pregnant adolescents and women into the program. Home visits enable staff to assess individual needs, make appropriate referrals, and offer support. The Family Enrichment Center brings parents and children together in program activities that promote positive interaction. The Enrichment Center also provides a wide variety of structured and informal activities for adults, including educational classes, support groups, and counseling designed to build parenting skills. The Primary Care Center offers basic, prevention-oriented health services to address prenatal, family planning, and postpartum care needs. A comprehensive evaluation of services of families receiving services from one to four years is being conducted.

Contact: Beverly Njuguna, director, Beethoven Project, 4848 South State, Chicago, IL 60609, 312-373-8670.

Chicago Public Schools Early Childhood Education Child Assessment Profile (CAP)

The Child Assessment Profile (CAP) is an observational instrument, designed to be used by early childhood teachers and assistants during regular program activities. Staff complete the CAP based on their observations of children playing, exploring, solving problems, conversing, etc. The CAP includes anecdotal reports, a record of children's mastery of items across the broad range of cognitive, social-emotional, and physical developmental areas. Information from the CAP is used to report children's growth to parents and to pinpoint the strengths and weaknesses of early childhood programs. The CAP has been used in many urban districts' early childhood programs. Information is available on how this observational assessment meets the needs of teachers in planning appropriate experiences for individual children and of administrators in making decisions about program implementation and quality. A summary of evaluation results over the past three years is available, and provides support for the expansion of early childhood programs, especially those geared toward students at risk.

Contact: Jeanne Borger, Chicago Public Schools, 1819 W. Pershing Rd, Chicago, IL 60619 312-535-7044.

Family Life Early Education Program (FLEEP) - Chicago, IL

Funded by the Illinois State Board of Education, FLEEP provides training to about 300 parents/families of children ages 0-5 in Chicago. Subcontracts with the Erickson Institute, Family Focus, the Chinese American Service League, the Tessler Alternative School for Pregnant Girls, and Mahalia Jackson Elementary School provide community-based, interactive, and hands-on experiences. Training focuses on child development, child abuse and management, prenatal care, pediatric care, nutrition, job training, and self-esteem.

Contact: Carrie Smith, manager, FLEEP program, 1819 West Pershing Road, 5 West (n), Chicago, IL, 60609, 312-535-3327 or 3328.

"What does it mean to approach children developmentally? It means that we recognize the child's changing capacities, and that we recognize that a child has the capacity for change."

—J. Garbarino (1989)

Anton Grdina Primary School - Cleveland, OH

Anton Grdina is a nongraded magnet K-3 school and its students are mostly African-American. Grdina's Primary Achievement Program encourages students to work at their own pace and allows teachers from all grades to work collaboratively to prepare students to achieve at grade level by the fourth grade. A Parent Child Book Group provides reading activities and books to parents. Paraprofessionals offer individualized and computerized instruction in the Schoolwide Chapter I program. Fairmount Presbyterian Church and BDPA (Black Data Processing Associates) have adopted Grdina and provide tutors, guest readers, career speakers, theater shows, and awards for student achievement.

Contact: Inez Powell, principal, Anton Grdina Primary School, 3050 East 77th Street, Cleveland, OH 44104, 216-641-7477.

High Scope All Day Kindergarten - Milwaukee, WI

The Milwaukee Public Schools, with the support of state desegregation funds, has implemented an all day five-year-old kindergarten program in 81 classes. The program uses and adapts the High Scope curriculum model, approved by the National Diffusion Network for its effectiveness. The curriculum, instruction, and assessment of High Scope are in accord with the National Association for the Education of Young Children's standards for developmentally appropriate practice.

The High Scope curriculum promotes Active Learning, which means that each child receives support from adults for manipulating and making decisions about his/her own learning and use of learning materials. A consistent daily routine includes circle time (whole group), small group time, plan-do-review time (decision making and responsibility), outdoor time, and math and language workshops. Parents are extensively involved in the program through parent conferences, home visits, parent-child activity lessons, field trip assistance, school meetings, and classroom activities.

Two primary assessment strategies are used in the program. A behavior checklist is used to record teacher observations at the beginning and the end of the year. Standardized test scores were used during the first two years of the program, and the Metropolitan Readiness Test showed significant gains over previous levels, especially in language development. The High Scope curriculum is also being implemented in 34 first grades. Printed information and sample checklists are available. For information about training, contact your state's National Diffusion Network facilitator. (See pages 45-46.)

Contact: Karleen Haberichter, program coordinator, Milwaukee Public Schools, Department of Curriculum and Instruction, 5225 West Vliet Street, Room 265, Milwaukee, WI 53208, 414-475-8063.

KITE: Kindergarten Integrated Thematic Experiences KITE increases reading and math achievement by promoting the acquisition of basic reading and problem-solving math concepts in a setting that emphasizes all areas of development. The varied KITE experiences integrate art, music, literature, social studies, drama, science, and physical education experiences. Through developmentally appropriate activities, children use concrete objects, have meaningful interactions with adults and each other; and experience structured and informal oral language. These interactions enable children to assimilate abstract concepts.

Contact: Jeanne Stout Burke, Director, KITE, Sunshine Gardens School, 1200 Miller Ave., South San Francisco, CA 94080, 415-588-8082.

Reading Recovery Reading Recovery is an early intervention program that identifies first graders who are not reading at the level that they should be and puts them into daily, half-hour tutoring sessions with highly trained teachers. Teachers carefully study and react to the pupil's every word and action, changing every lesson to meet the child's needs. Students typically improve to reach the average of their class. Techniques include the reading of many "little" books to build confidence, daily writing, re-reading of favorite books, and learning to hear sounds in words by writing simple stories.

Contact: Meg Gallagher, director, Reading Recovery, Department of Reading and Language, National Louis University, 18 S. Michigan, Chicago, IL 60603, 312-621-9650 ext. 3403, or Mattie Williams, manager, Office of Instructional Services, Chicago Public Schools, 1819 West Pershing Road, Chicago, IL 60609, 312-535-7919.

State Prekindergarten Program - Chicago, IL

Approximately 30 community sites provide preschool services and daycare to about 1,000 children and their parents in Chicago. Classroom services are subcontracted to community agencies to accommodate the number of schools needing preschool services without space to operate preschool programs. Daycare programs are also coordinated by the agency sites. All community sites provide developmentally appropriate experiences and serve academically and economically disadvantaged children. The Chicago Public Schools provides screening, staff development, and family resource services to subcontracted sites. Evaluation documents baseline data on children served, children's attendance, evidence of children's developmental progress, methods and extent of parent involvement, and feedback from staff and parents about the program. A listing of sites and further information are available.

Contact: Christine Ryan, special project coordinator, State Prekindergarten Program, Chicago Public Schools, 1819 West Pershing Road (5 West), Chicago, IL 60609, 312-535-8211 or 312-535-3326 (3327).

TALK: Teaching Activities for Language Knowledge TALK was designed to improve the oral language skills of children from kindergarten through third grade in lower socio-economic area schools with an established need. The methodology includes training a language specialist and participating classroom teachers of an adopting school district in the use of the TALK Manual and suggested materials. The language specialist conducts 30-minute oral language lessons twice each week in each participating classroom. In addition, participating classroom teachers utilize the TALK Manual of activities to conduct 30-minute follow-up oral language lessons twice each week.

☎ Contact: Stephanie Hendee, Project Director, National Training Network, 1140 Boston Ave., Longmont, CO 80501, 303-651-0833.

The Washington Gardens Parenting Center (WGPC) - Elkhart, IN

The Elkhart Community Schools operates a Parenting Center and preschool for three-year-olds at Washington Gardens, Elkhart's largest public housing site. The WGPC serves parents by providing information and modeling strategies regarding their children's social, emotional, cognitive, and motor development. The Parenting Center is open to parents from mid-August to mid-June. Parent educators and assistants go door-to-door recruiting each fall to sign up parents for the program.

Up to 40 parents are recruited, in the hopes of having 30 parents actively participate. Home visitations are twice monthly to establish rapport and needs, share information, and model strategies. Small classes meet weekly for one and one-half hours to build support relationships and self-esteem, and to share information. Workshop topics include family budgeting, stress and time management, birth control, family child relationships, nutrition, child development, and discipline techniques. The WGPC also houses a resource center complete with a book lending library and a collection of toys and other materials related to early child development.

☎ Contact: SueAnn VonGunten, At-Risk Advocate, Elkhart Community Schools, 2720 California Road, Elkhart, IN 46514, 219-262-5556.

Mathematics Programs

Access 2000 Chicago Partnership - Chicago, IL

Access 2000 Chicago Partnership is an organization of ten institutions in Chicago, whose mission is to increase the participation of underrepresented minorities in science, engineering, and mathematics. The goal is to get 1,000 African-Americans and Hispanics (up from 250) to receive baccalaureate degrees from the Chicago area universities in science, engineering, and mathematics by the year 2000. Formally known as the NSF-funded Comprehensive Regional Center for Minorities, the program serves about 2,600 students and about 1,300 teachers in a range of 18 to 20 programs. In the Black Churches Project, for example, scientists from Argonne come out to train teachers.

Access 2000 shares students' applications for summer programs among participating Chicago universities. The application lists 43 programs in science and mathematics around Chicago, to give students more access to programs and programs more access to students.

☎ Contact: Eric Hamilton, director, Access 2000 Chicago Partnership, Grenada Center, 2nd Floor, 6525 N. Sheridan, Chicago, IL 60627, 312-508-3582.

The Algebra Project The Algebra Project is an innovative curriculum designed to prepare middle school students for success in high school mathematics. Created by mathematician and civil rights leader, Bob Moses, the Algebra Project employs the urban surroundings as a lab for mastery of algebraic concepts. Moses developed a five-step process to help *all* students move from physical experiences to symbolic representations of physical experiences. These five steps, the underpinning of a "curricular process," are 1) experiencing a physical event (e.g., a train ride); 2) drawing pictures or modeling the event; 3) discussing and writing descriptions of the event in informal, intuitive language; 4) regi-

menting or formalizing the language used to describe the event; and 5) developing symbolic representations of the event. The Algebra Project is being implemented in major urban school districts around the country, including Oakland, Atlanta, San Diego, Boston, and Chicago. The Project's expansion has been built and sustained by strengthening community-based supports, beginning with parents, who have studied Project materials and provided classroom support in the Project's local implementation.

☎ Contact: Cynthia Silva, project administrator, Algebra Project, Inc., 22 Wheatland Ave., Boston, MA 02124, 617-287-1508.

For additional reading on the Algebra Project, see:

Moses, Kamii, Swap, & Howard, *The Algebra Project: Organizing in the Spirit of Ella, Harvard Educational Review*, Vol. 59, No. 4, November 1989.

Silva & Moses, "The Algebra Project: Making Middle School Mathematics Count," *Journal of Negro Education*, Vol. 59, No. 3, 1990.

The Chicago Algebra Project (CAP) The Chicago Algebra Project (CAP) began in January 1991 with 800 students in 29 regular sixth grade classrooms in six schools. Five additional schools were added in September 1991, and nine joined in September 1992. CAP is governed by a policy board that includes educators from participating schools, LSC representatives, community organization members, and university and foundation representatives.Contingent upon Local School Council (LSC) approval and a vote by faculty, participating schools are asked to implement the transition curriculum in the sixth grade and expand the Project to the seventh and eighth grades over three years. In sixth grade, the Algebra Project curriculum is supplemented with the regular math text for an equivalent of a semester's instruction over the school year. For the seventh and eighth grades, students will take two years to complete a standard Algebra I textbook accompanied by supplementary instructional modules developed by Moses. Training information, articles, printed material, and a list of participating schools are available.

☎ Contact: Nell Cobb, director, or Cleetta Ryals, community organizer, Chicago Algebra Project, c/o Parent Community Council, 1603 S. Michigan Ave., Suite 301, Chicago, IL 60616, 312-427-8999, or Dorothy Strong, mathematics bureau director, Chicago Board of Education, 1819 West Pershing Road 6C (se), Chicago, IL 60609, 312-535-7945.

Michele Clark Middle School - Chicago, IL

Michele Clark is one of the six pilot CAP schools. Students receive Algebra Project instruction three days a week. Teacher meetings are held each week after school to share the week's experiences, both roadblocks and successes. The session sometimes turns into a refresher, where teachers comfortably review upcoming lessons and clarify goals. Parents receive flyers about the Project, help make phone calls for networking and information, and provide classroom support whenever possible. Once a month, trainers from Boston meet with all CAP teachers over a three-day period as part of the Project's ongoing professional development.

☎ Contact: Kathryn Kemp or Alonza Everage, Michele Clark Middle School, 5101 W. Harrison, Chicago, IL 60644, 312-534-6250.

Cadillac Middle School - Detroit, MI

To activate students' abilities to utilize calculators in problem solving and prepare students for Michigan's MEAP Essential Skills Mathematics Test, Cadillac utilizes calculators in mathematics instruction. Calculator use is encouraged at all grade levels, from kindergarten on, for students of all abilities. Calculators are used to free more instructional time to develop higher-order problem solving by relying on calculators for simple computational functions. Instruction focuses on activities that help students learn functions of calculator keys, perform appropriate computations, recognize common limitations of calculators, and use calculators in the context of authentic mathematics problem solving. Worksheets and printed program objectives are available.

☎ Contact: Anita Harrell, teacher, Cadillac Middle School, 15125 Schoolcraft, Detroit, MI 48227, 313-270-0157.

Equity 2000 - Milwaukee, WI

Equity 2000 was founded in 1990 on the belief that all students can learn higher level mathematics. The College Board coordinates this project at six sites across the country, including Milwaukee. A primary goal of this six-year demonstration project is to eliminate the gap in the college-going rate between minority and non-minority, advantaged and disadvantaged students. The project focuses on mathematics education and guidance counseling, ensuring that *all* students take the "gatekeeper" courses of algebra and geometry that are necessary for admission and success in college.

The project seeks to build student aspirations for a college degree throughout high school, through training programs for guiduance counselors. More than 1500 eighth and ninth grade mathematics teachers have completed a first round of intensive Summer Institutes that upgrade the content and methodological backgrounds in algebra and understanding of educational equity. Equity 2000 also facilitates networking among mathematics teachers, and encourages mentoring/tutoring partnerships between high schools and colleges, high schools and middle schools, and middle schools and elementary schools. Resource centers at participating high schools offer students information on college admission, financial aid, and career awareness.

"The goals we set for our students should be similar to the goals we set for our own children regardless of race or social or economic status. There is the highest correlation between students' taking geometry and their going on to college."

— Al Taborn, Milwaukee Public Schools

☎ Contact: Al Taborn, project administrator, Equity 2000, Milwaukee Public Schools, Administration Building, 5225 West Vliet Street, Milwaukee, WI 53206, 414-475-8096.

Nightingale School - Chicago, IL

Nightingale offers a Primary Math Program that emphasizes the use of manipulatives in mathematical problem solving. Manipulatives are used to help students understand concepts related to whole numbers, patterns, symmetry, area, perimeter, fractions, logic, and measurement. Cuisenaire rods are used to stimulate discussion about mathematical value and shape and to teach about whole numbers, fractions, perimeter, and area. Other manipulatives include color tiles, geoboards, pattern blocks, snap cubes, attribute blocks, fraction squares, fraction bars, base ten blocks, geometric solids, and calculators.

Students are given time to explore and communicate with other students before the teacher formally asks questions and provides direction. Students use manipulatives in problem solving and then write their own story problems. Math thinking stories and story books are used as tools for students to develop thinking skills, choose appropriate operations, and solve realistic problems. Students are sometimes given number sentences, like 9 x 3 = __, and they write story problems to match the number sentence. Assessment emphasizes understanding of mathematical concepts and functions, not grammar and punctuation. Students' story problems have generated many lively mathematical discussions. Sample students' work and a program description are available.

☎ Contact: Francine Gray, teacher, Nightingale School, 5250 South Rockwell, Chicago, IL 60632, 312-535-9270.

Mentorship Programs

Phillips High School - Chicago, IL

Phillips High School participates in two initiatives that guide its restructuring process, Project CANAL (Creating a New Approach to Learning) and the Illinois Alliance of Essential Schools. To improve student outcomes, Phillips offers a variety of mentoring programs to its 1,200 students.

In collaboration with 50 community churches through Pastors Allied Under the Lord (PAUL), Phillips provides its first-year students with mentors who are a part of their lives throughout high school. Phillips alumni from the class of '66, the Shirettes, provide one-on-one mentoring to about 10 first-year students throughout their high school years. Life Directions, Inc., trains about 250 students in peer leadership and group decision making. The Elliot Donnelly Youth Centers offer drug education, prevention, and training to 800 students in Project DETER. Volunteer tutors from several universities and community organizations provide classroom support to about 100 students.

All first-year students take a 10-session course in conflict resolution. About 20 students participate in the one-on-one peer tutoring program in all subject areas.

☎ Contact: Fran Williams, assistant principal, Phillips High School, 244 E. Pershing Road, Chicago, IL 60653, 312-534-1614 or Rev. Ralph Gene Medley, Director, PAUL, 5300 S. Shore Drive, #38, Chicago, IL 60615, 312-955-0020.

University of Chicago Mentorship Program - Chicago, IL

From 1990-1992, a University of Chicago research team has studied the lives of high schoolers living in public housing projects in two U.S. cities. Pepsi Co. has funded a mentorship and incentives program in two urban high schools in these cities. For each semester that a student stays in school, remains drug free, and maintains a 'c' average, he or she receives a $250.00 credit toward the post secondary educational experience of his or her choice. Students can use the educational credit to attend a trade school or community college, and the credits add up to $2,000.

Besides the financial incentives, the program also encourages the school to provide students with a multitude of postsecondary information, involve students in community service projects, and organize schoolwide activities to build school spirit and foster positive relations among teachers, students, and families. One of the mechanisms to accomplish these objectives has been a teacher mentoring program.

Every student participating in the program is required to attend several mentoring sessions during the course of the semester. The program lasts for a class period, during which a teacher who typically is not one of the student's classroom teachers works with the students arranging for tutoring in certain subjects, providing information on post secondary opportunities, planning social service activities, organizing recreational activities, and sometimes helping with personal problems. Teachers volunteer to be mentors, are selected by the administrator through an application process, and receive a small stipend. Research over the past two years in this project focuses on the observations and interviews with 36 mentors and their students. Printed information available.

☎ Contact: Roger Shouse, Ogburn Stouffer Center for the Study of Population and Social Organization, c/o NORC and the University of Chicago, 1155 E. 60th Street, Chicago, IL 60637, 312-702-7372.

Study Buddy Program and Middle School Mentor Program - Richmond, IN

All 11 Richmond elementary schools participate in the Study Buddy Program. More than 50 second graders are matched with an adult Study Buddy. They meet once a week for 30-45 minutes. The role of the Study Buddy is to emphasize regular attendance, encourage skill development (reading, spelling, math, etc.), and build confidence through accomplishing specific tasks.

All three middle schools participate in the Mentor Program. More than 150 students are

placed in groups of three to four, with an adult mentor. More than 50 mentors representing more than 25 different businesses are in the area. The mentor's goals are to emphasize regular attendance, encourage academic improvement, help students set short term and long term goals, provide opportunities to learn self empowerment/determination, and how to work in groups and build career awareness with the support of a successful employed adult.

Both Mentors and Study Buddies work with their students during noninstructional time. These are not pull out programs, and the importance of classroom instruction is stressed. Mentors meet with students during lunch, teacher prep time, or non-class time.

Newsletter, brochure, referral and permission forms, and copy of inferred self-concept scale available. Contact: Dr. Karen Montgomery, Director, Pupil Personnel Department or Elaine Mollenkopf, Community Resource Coordinator, Richmond Community Schools, 300 Hub Etchison Parkway, Room 207, Richmond, IN 47374, 317-973-3300 ext. 220.

Reading Programs

Greenfield Park Elementary School - Detroit, MI

Greenfield Park participates in NCREL's Urban and Rural Schools Action Project, a network of 32 schools implementing the Strategic Reading Project (SRP). The SRP is a long-term staff development project based on current research. SRP's staff development plan emphasizes the tenet that it is essential for teachers to recieve training in strategic teaching in order to help students become strategic readers and learners. NCREL provides ongoing support through audio seminars, computer network communication, project newsletters, videoconferences, and school visits. Participating Greenfield Park teachers share SRP strategies with other teachers at the school and other network schools through videotaped presentations of classroom practice.

Contact: Bruce Bolton, principal or Brenda Phillips, SRP team teacher at Greenfield Park Elementary School, 17501 Brush, Detroit, MI 48203, 313-252-3126.

"Reading is not walking on the words. It's grasping the soul of them."

—**Paulo Freire**

Julia Ward Howe School and Northeastern Illinois University - Chicago, IL

Faculty from Northeastern Illinois University and Howe School are working together in a two-year program to promote literacy instruction. This project operates in cooperation with the Chicago Teachers' Center through the Interdisciplinary Professional Development Program. Teachers are divided into teams according to grade level and paired with university faculty. The program includes whole school inservice presentations, small group workshops, and classroom instructional support. Small group workshops are held bi-weekly to present strategies and provide opportunities for teachers to reflect and share ideas. Northeastern faculty also interact with teachers by modeling instruction in classrooms, observing teachers implementing new strategies, and supporting teachers by working directly with students.

Instructional strategies have included incorporating literature, reading aloud to students, making the most of silent reading, managing classroom libraries, organizing computers for classroom use, evaluating reading software, and using computers for word processing. All classroom teachers emphasize the use of literature to encourage children's reading and writing. Primary teachers read aloud on a daily basis and provide time for independent reading of student-selected books. Reading logs are used to record responses to books read during read aloud and independent reading and shared with other students. In middle and upper grades, students work in groups to create stories on a computer, and guest readers are invited to share some of their favorite works.

Contact: Dr. Sheila Shapiro, chair, Department of Reading, Northeastern Illinois University, 5500 N. St. Louis Ave., Chicago, IL 60625, 312-794-3051, or Barbara Moore, principal, Howe School, 720 N. Lorel Ave., Chicago, IL 60644, 312-534-6060.

Science Programs

The Joy of Discovery Program - Edward H. White School - Chicago, IL

Edward White's Joy of Discovery is a hands-on science program that provides students with experiences and resources to learn scientific concepts. Partnerships with organizations including Commonwealth Edison, Lincoln Park Zoo, the Young Astronauts Association, the Department of Aging and Disability, Argonne National Laboratory, the National 4H Club, and the Math and Science Academy offer instructional material and teacher and student workshops in support of thematic unit instruction. At Edward White, every room is a resource room for science instruction. Examples include an animal room housing rabbits, earthworms, gerbils, fish, and chickens, and a space room.

As a result of this program, boys are more involved in academic activities, fewer students are failing science quarterly, more students are involved in the science fair, and critical thinking skills have improved. Suggestions for developing business partnerships include making a list of all businesses, museums, and resource organizations in your community; selecting those organizations that can make contributions and support activities that fit with your school's restructuring plan; and soliciting contributions that range from extra paper or balloons to grants for thousands of dollars. A paper detailing recommendations for building partnerships is available.

Contact: Yvonne G. Womack, principal, Edward H. White School, 1136 W. 122nd Street, Chicago, IL 60643, 312-535-5671.

The Science Connection - Muessel Elementary School - South Bend, IN

Through a partnership with Allied Signal, Inc., Bendix Wheels and Brakes Division, the Science Connection uses a multi-phase business, education, and community model to increase student achievement in science. Hands-on instruction and technology applications are used to increase understanding of science concepts. Employees of Allied Signal have taught all fifth graders technology applications in science and provide support for parent teacher conferences in transportation and child care. This support has contributed to increased student achievement in science and other areas.

Muessel staff offered staff development for business employees in teaching strategies to support the after school science program (K-6). This program identifies interested (not necessarily academically advanced) students to learn hands-on science in a two-week course. Ongoing staff development on operationalizing innovative instructional practice, integrating curriculum across grade levels, and strategies for teaching science, math, and technology are an integral part of Muessel. A MacIntosh Computer Laboratory offers support for science instruction. A quarterly science connection newsletter and printed material are available.

Contacts: Dr. Virginia Calvin, acting director, Division of Instruction and Curriculum, South Bend Community School Corporation, 635 South Main, South Bend, IN 46601, 219-282-4054 (former principal of Muessel Elementary), or Barbara Flory, principal, Muessel Elementary School, 1213 California Street, South Bend, IN 46628, 219-233-1169. Charles Foster and Phyllis Ven Derbeck are available for contact at Allied Signal, Inc., and Bendix Wheels and Brakes Division, 3520 W. Westmoor, South Bend, IN 46617, 216-231-2500.

Technology Applications

Advanced Technology Program - Detroit, MI

Detroit has a number of technology-intensive programs. Detroit uses a systemwide Distance Learning Model to boost student achievement, and participates in the nationwide "Star Schools" program. The High School Computer Applications Program (CAP) provides word processing, spreadsheets, and programming software to all high schools. The Computer Uses in Elementary Schools (CUES) curriculum supplements math and reading programs for young students.

In each Computer Literacy Program (CLiP) microcomputer lab, teachers assist students in the use of the computer to develop math and reading skills. Dial-A-Drill is a computerized homework program that helps fourth grade students at home. Dial-A-Drill uses Computer Curriculum Corporation's Digital Speech System and touch tone telephones to provide students with drill and practice exercises in math and reading.

The Higher Order Thinking Skills (HOTS) program uses computers to enhance cognitive development of Chapter 1 students in grades three through five. The Remedial Computer-Assisted Program (ReCAP) uses computers and video technology to provide technology-intensive reading and math instruction for remedial classes.

Parents and Computers Teaching Students (PACTS) provides microcomputers, software, and training for parents of third grade students at their local schools. The Computer Managed Instruction (CMI) Project is a computer system designed to support school management tasks for teachers and administrators. Detroit's Software Library carries computer programs in all subject areas and for all grade levels pre-K through 12. Most run on Apple II computers, but there are some programs for Xerox, IBM PC, Macintosh, and IBM PCjr.

☎ Contact: Velma Walker, administrator in charge, advanced technology programs, Detroit Public Schools, Regional Technology Center, Suite 153, c/o Cooley High School, 15055 Hubbell, Detroit, MI 48227, 313-270-0723.

Chapter I HOTS (Higher Order Thinking Skills) Project - Detroit, MI

This project replaces traditional drill and practice activities and content instruction in compensatory programs with thinking activities designed to generate the gains in basic skills expected from Chapter I programs. The program is conducted in a computer-equipped lab and teachers are trained in Socratic dialogue techniques. As a result of participation in the program, Chapter I students in grades four through six improved their performance in reading and math to a greater extent than national averages.

☎ Contact: Corliss Williams, Lawton Building, 9345 Lawton, Detroit, MI 48206, 313-494-1617, or Delano Stovall, A.L. Holmes Elementary, 8950 Crane, Detroit, MI 48213, 313-245-3633.

Novak King Elementary School - North Chicago, IL

At Novak-King Elementary School, the HUGS program (Helping Upper Grade Students) provides after school tutorial assistance for upper grade students to improve reading scores. Thirty students who demonstrate a need for a planned program of assistance are selected as project participants. Since the regular reading program has failed these students, the HUGS program will include a diagnostic/prescriptive approach with an individual plan for each participant; specialized staff development training on individualized computer-based instruction and learning styles; and a strong parent training component. Dr. Marie Carbo's Reading Style Inventory software is used as the diagnostic tool that identifies the student's natural learning style for reading and recommends appropriate instructional strategies.

Students who participated in the program from 1989 to 1991 showed significant improvement in reading on the Stanford Achievement Test. The Home Learning Academy for Parents and Students actively involves parents in the education of their children through family classes and activities. This program has increased parental involvement and improved students' report card grades. The Lake County Health Department sponsors 20 sessions for eighth grade

students on various social issues, including teenage parenthood, peer pressure, gang membership, and dropping out. Girls participate in "Looking Ahead" and boys participate in "Smart Moves." First through sixth grade girls can participate in Girl Scout activities during the lunch period.

☎ Contact: Curtis Dorsey, principal, Novak King Elementary School, 15th and Kemble Ave., North Chicago, IL 60064, 708-689-6336.

McCutcheon Elementary School - Chicago, IL

Through a partnership with the McCormick Unit of the Chicago Boys and Girls Club, the McCutcheon Elementary School students are able to use Apple computers after school and receive instruction and tutoring on various application software. This prototypical after-school educational center integrates computer practice activities with a homework lab, referred to as an "electronic study hall." Each classroom at McCutcheon has an Apple computer. Parents are an integral part of the linkage and the programs are designed to nurture their active participation. Mini-grants are available to McCutcheon teachers for innovative programs in the areas of reading, writing, and language arts.

McCutcheon also participates in a three year parent/teacher/university/community partnership program to improve student performance in a cluster of schools in Edgewater/Uptown Chicago. Loyola professors offer monthly inservices to cluster teachers and principals, and Loyola education students do their teaching internships and provide tutoring services at these schools. Several parents from each school participate in inservices to learn strategies for teaching their children at home.

The 48th Ward Education Committee in conjunction with the alderman's office also supports efforts at the school. Books were provided for the Read Aloud Great Books program, a gang intervention network was established through the Department of Health and Human Services, K-1 students were tested for sickle cell anemia through the Chicago Board of Health, and an annual Ward Art Fair showcases student and neighborhood art work.

☎ Contact: Edward Ploog, principal, McCutcheon Elementary School, 4865 N. Sheridan Road, Chicago, IL 60640, 312-534-2680.

Project Homeroom - Westinghouse High School - Chicago, IL

Project Homeroom uses telecommunications to restructure learning environments at Westinghouse High School in Chicago and in several suburban schools. Funded jointly by IBM and Ameritech, the program includes a computer lab at the school and provides students and teachers with home computers, all connected by a network. Students and parents are able to communicate with teachers by electronic mail, and teachers are able to send both group messages to parents and students (e.g., about homework) and individual messages.

Increased communication between home and school is only one component of this program. It also uses computers to enhance learning by encouraging students to use their computers to continue their assignments at home. Students learn to work more cooperatively with their peers through co-authoring papers and editing each other's work. Files are shared through the electronic network. Participating students have access to Prodigy and its educational information bases, as well as Linkway, a database provided by IBM. Roosevelt University faculty is conducting the evaluation of this project.

☎ Contact: Brigitte Erbe, director, Education Partnership, Roosevelt University, School of Education, 430 S. Michigan Ave., Chicago, IL 60605, 312-341-3868 or Carol Sharp, Project Homeroom coordinator, Westinghouse High School, 3301 W. Franklin Blvd., Chicago, IL 60624, 312-534-6400.

Saturn School of Tomorrow - St. Paul, MN

The Saturn School of Tomorrow is a restructured high-tech, high-touch, and high-teach fourth to eighth grade school and provides a technology-intensive learning environment. It is a cooperative venture linking the St. Paul Public Schools, the local teachers' union,

higher education institutions, and private businesses. Students use state-of-the-art technologies, including Integrated Learning Systems for reading, math, and other subjects, LEGO/logo systems for computer programming and robotics, videodisc systems to access high quality video libraries, and Discourse System for quality group-based instruction.

Each student has a Personal Growth Plan developed in consultation with parents and school staff. Students are able to start and end school at different times, and students who need additional help or who have special interests may spend a longer time at school with staff to assist them. Saturn draws on the resources of the community to support the learning process by providing students and staff access to the YMCA, the Science Museum of Minnesota, the Minnesota Museum of Art, and the St. Paul Public Library. In a typical school day, students spend about one-third of their time learning with computers and other technologies, one-third of their time learning with others on cooperative learning projects, and one-third of their time with teachers on-site and off-site at downtown community resources. A variety of printed materials and brochures are available on the project.

☎ Contact: Dr. Tom King, project director, St. Paul Public Schools, 360 Colbourne St., St. Paul, MN 55102, 612-293-5116/5144 or Mike Hopkins, lead teacher, Saturn School of Tomorrow, 65 East Kellogg Street, St. Paul, MN 55101, 612-290-8354.

Writing Programs

Chicago Area Writing Project (CAWP) - Chicago, IL

The Chicago Area Writing Project (CAWP) has trained more than 1,500 teachers in a two-level program on strategies for implementing a dynamic and interactive writing process in their classrooms. At the first level, teachers learn how to develop authentic writing assignments, use writing portfolios, and account for developmental stages of the writing process. At the second level, teachers learn to use writing across the curriculum, apply small group instructional processes to writing, set up research-based writing programs, and help train other teachers in the process. Begun in 1979, CAWP offers summer training sessions, sponsors periodic meetings and conferences, facilitates online networking through CPSnet, and publishes a regular newsletter as a part of its ongoing staff development and communication efforts.

☎ Contact: BJ Wagner, director, or Barbara Kato, assistant director, Chicago Area Writing Project, National Louis University, 2840 Sheridan, Evanston, IL 60201, 708-256-5150, ext. 2577.

Washington Irving Elementary School - Chicago, IL

Irving Elementary uses writing as a tool to promote reading skills. The approach of creating a win-win educational setting includes the implementation of a solution-oriented curriculum that focuses on writing, promoting classroom practices that empower students to want to learn, and increasing performance in reading through writing. At Irving Elementary, the level of student involvement in writing increased almost immediately. In 1990, eighth grade scores were published, and the school ranked 95th among 399 schools in writing.

☎ Contact: Madeline Maraldi, principal, Washington Irving Elementary School, 749 S. Oakley, Chicago, IL 60612, 312-534-7295.

In September 1991, WTTW televised a one-hour documentary, "Teach Me," that chronicled this school's transformation. A limited number of videotapes are available to educational institutions at no cost.

☎ Contact: Paul Nebenzahl, vice president of development, WTTW-Channel 11, 5400 N. St. Louis, Chicago, IL 60625, 312-509-5576.

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NCREL Resources

NCREL is one of ten regional laboratories working to improve education. NCREL disseminates information about effective programs, develops educational products, holds conferences, and conducts research and evaluation. It also operates the Midwest Regional Center for Drug-Free Schools and Communities.

NCREL connects researchers and educators on a wide variety of topics, including how students learn and the most effective teaching and leadership practices. It makes the latest information from research and practice available to school administrators, policymakers, teachers, and parents. NCREL serves seven states: Illinois, Indiana, Iowa, Michigan, Minnesota, Ohio, and Wisconsin--a diverse region of rural and urban school districts, with nearly 18,000 schools, 500,000 teachers, and 8 million students.

NCREL Resource Center

The Resource Center disseminates packets of information on a variety of topics, including:

- Alternative assessment
- Multicultural curricula and instructional practice
- Developmentally appropriate curricula, instructional practice, and assessment strategies
- Interagency collaboration
- Parent involvement
- Preschool-kindergarten transition
- Early childhood education
- Professional development
- Strategic teaching and learning
- Educational policy

To request information, contact Jan Bakker at 708-571-4700 or 1-800-356-2735.

Strategic Reading Project (SRP) (1992).

A staff development project for elementary and high schools using research-based reading strategies. Implementation handbook contains everything that a school needs to plan the project on a unit-by-unit and year-by-year basis, including an evaluation component. Handbook includes introductory unit and units on prior knowledge, word meaning, and text structure. Unit materials contain suggested activities, a conceptual framework for the unit, an annotated bibliography, readings from research and expert practice, and audiotapes illustrating expert reading instruction. Units on inferencing and metacognition are forthcoming. Available from Skylight Publishing, Inc., 200 East Wood Street, Suite 250, Palatine, IL 60067, 800-348-4474 (in northern Illinois, 708-991-6300). For information, contact Carole Fine, manager, professional development at NCREL, 708-571-4700 or 800-356-2735.

Cost: $150.00

Schools that Work: The Research Advantage (1992).

An eight-part series of one-hour videoconferences and guidebooks. Highlights actual classrooms and communities that have successfully integrated research into practice. Expert researchers and practitioners provide commentary during the programs.

Program topics:

- Reading - Children as Strategic Readers
- Mathematics - Children as Problem Solvers
- Science - Children as Explorers
- Assessment - Alternatives for Measuring Performance
- Early Childhood Education - Meeting Children's Needs
- Drug Education - Preparing Students for Drug-Free Lifestyles
- School to Work Transition - Preparing Students for Work in the 21st Century
- Interagency Collaboration - Integrating Community Services

STW-092 . . . . . Series for $200.00
Individual videotape/guidebook sets are available for. $25.00

Restructuring to Promote Learning in America's Schools (1990).

A series of nine two-hour videotapes and guidebooks.

Program topics:

- The New Definition of Learning: The First Step for School Reform
- The Thinking Curriculum
- The Collaborative Classroom: Reconnecting Teachers and Learners
- Multidimensional Assessment: Strategies for the Classroom
- School as Learning Communities
- Many Roads to Fundamental Reform: Getting Started
- Many Roads to Fundamental Reform: Continuing the Journey
- The Meaning of Professional Development in the 21st Century
- Reconnecting Students at Risk to the Learning Process

RES-091 . . . . . Series for $300.00
Individual videotape/guidebook sets are available for $35.00

NCREL Resources

Policy Briefs

These publications contain information about current policy issues in education and strategies being used by other states to handle shared educational problems. The Briefs are written by NCREL staff, representatives from state education agencies, and noted authorities.

1992

Report 1 Intermediate Units: Renewed Interest in the Redesign of Service Delivery in the State School Systems

#17 Alternative Teacher Certification

1991

#15/16 Alternative Assessment

#14 Tech Prep: Filling a Vital Niche in America's Education Strategy

1990

#12 Restructuring Schools: Exploring School-Based Management and Empowerment Issues

#10/11 Performance Assessment

#9 Parent Involvement in School Restructuring

#8 Recruiting and Retaining Minority Teachers

#6/7 School Finance Equity: The Courts Intervene

#5 Technology: Its Use in Education

#4 Restructuring: A New Agenda for Schools

1989

#3 Choice: Implementation Issues

#2 Early Childhood Education for At-Risk Children

#1 Dropouts: Strategies for Prevention

FREE

To order any of these listed items, please call NCREL's production department at 1-800-356-2735. To receive a FREE copy of NCREL's product catalog, which lists all NCREL products,

Write to:

North Central Regional Educational Laboratory
Pubications Department
1900 Spring Road, Suite 300
Oak Brook, IL 60521

or Fax your request to (708) 571-4716

Midwest Regional Center for Drug-Free Schools and Communities (MRC)

Operated by NCREL, MRC has organized a comprehensive and integrated school-and-community team approach to alcohol and other drug prevention. This approach encourages schools to make prevention a part of all improvement efforts, including those aimed at school restructuring.

The MRC provides training, technical assistance, planning and informational resources to support schools and communities in preventing the use of alcohol and other drugs. Three area offices serve a ten-state area. The Chicago Area Office serves Illinois, Indiana, and Michigan; Denver Area Office: Missouri, Nebraska, North Dakota, and South Dakota; Minneapolis Area Office: Iowa, Minnesota, and Wisconsin.

Training Workshops

One- and two-day training workshops for school-community teams in the following areas

- Planning for drug-free schools and communities
- Policy development
- Selecting or developing substance abuse prevention curricula
- Curriculum infusion
- Student Assistance Program implementation
- Support group leadership
- School-community collaboration
- Parent involvement
- Evaluation
- Elementary Student Assistance Program implementation
- Alternative School Student Assistance Program implementation
- Multicultural Strategies in Prevention*
- Advanced Student Assistance Program implementation*

* *denotes workshops soon to be available*

MRC Regional Resource Center

The Resource Center responds to requests for information on a variety of topics.

- Resources include:
- National Clearinghouse for Alcohol and Drug Information (NCADI) publications
- Curricula, books, journals, and articles from national and local alcohol and other drug (AOD) prevention associations
- Videos, produced by the U.S. Department of Education, available on loan basis
- Resources from the Regional Alcohol and Drug Awareness Resource Network (RADAR)
- MRC newsletter, *The Midwest Forum*
- VOICES audiomagazine
- *Proposals of the Winning Schools of the Drug-Free Schools Recognition Program*
- *Midwest Regional Resource Directory: State and National Prevention Agencies and Organizations*
- General Information Packet

MRC Resources

Videos Available on 30-Day Loan:

- Children of Alcoholics: How Schools Can Help
- Downfall: Sports and Drugs
- Drug Avengers
- Fast Forward Future
- Hard Facts/Speak Up, Speak Out/Dare to be Different
- Lookin' Good
- Private Victories
- Safe Spaces: Drug and Alcohol Prevention Education For Special Needs and Drug Exposed K-2 Children
- Straight At Ya
- Three Steps to Drug-Free Schools

Free NCADI Publications Include:

- Alcohol, Tobacco and Other Drugs May Harm the Unborn
- Drug Prevention Curricula: A Guide to Selection and Implementation
- A Parent's Guide to Prevention: Growing Up Drug Free
- Turning Awareness into Action: What Your Community Can Do About Drug Use in America
- What Works: Schools Without Drugs
- What You Can Do About Drug Use in America
- Success Stories from Drug-Free Schools: A Guide for Educators, Parents & Policymakers

For further information about MRC trainings and resources, contact Kelly Brown, MRC Regional Resource Center, 1900 Spring Road, Suite 300, Oak Brook, IL 60521, 800-252-0283 or 708-571-4710. For taped messages for teachers, administrators, parents, and youth, or for agency referral, call 1-800-222-INFO.

Midwest Regional Center For Drug-Free Schools and Communities

Product Order Form
(Shipping Costs Included)

Title/Author	Order #	Price	Quantity
VOICES: The Midwest Audio Network for Drug-Free Schools and Communities (1992). A quarterly audio magazine and two special issues. Quantity subscription discounts available. Midwest Regional Center for Drug-Free Schools and Communities. (Individual tapes are available.)	A92-4001-VCS	$35.00	_____
Midwest Forum Live: Policy and Prevention (1991). Midwest Regional Center for Drug-Free Schools and Communities. Videoconference 1. Discussion Guide and Videotape.	PV91-101-PPV	$35.00	_____
Preparing Students for Drug-Free Lifestyles. Program 6 of the NCREL teleseries, **Schools that Work: The Research Advantage (1992).** Videoconference. North Central Regional Educational Laboratory.			
Videotape and Guidebook.	PV92-102-STW6	$25.00	_____
Guidebook only.	P92-102-STW6	$ 5.00	_____
A Nation's Hope Rekindled: The Involvement of Parents of American Indian Children in AOD Prevention Programs (1992). Videoconference. Midwest Regional Center for Drug-Free Schools and Communities.			
Videotape, Guidebook, and Facilitator's Manual.	PV92-103-NHR	$30.00	_____
Videotape only.	V92-103-NHR	$15.00	_____
Guidebook only.	P92-103-NHR	$17.00	_____
Evaluation Workshop (1992). Midwest Regional Center for Drug-Free Schools and Communities.			
Videotape and Participant Manual.	PV92-101-EW	$35.00	_____
Jonathan Kozol's Keynote Address at the "Doing What It Takes to Make Schools and Communities Drug Free" Conference (1992). Nationally recognized lecturer and author of *Savage Inequalities: Children in America's Schools.* Midwest Regional Center for Drug-Free Schools and Communities.			
Videotape.	V92-002-KZL	$10.00	_____
Protase "Woody" Woodford's Keynote Address at the "Doing What It Takes to Make Schools and Communties Drug Free" Conference (1992). Distinguished linguist to the U.S. Naval Academy. Midwest Regional Center for Drug-Free Schools and Communities.			
Videotape.	V92-003-PWW	$10.00	_____
Fighting for a Future (1992). Video program. Midwest Regional Center for Drug-Free Schools and Communities.	V92-001-FFF	$10.00	_____

Title/Author	Order #	Price	Quantity
School Failure and Alcohol and Other Drug Use (1992). Gregory Austin, Wisconsin Clearinghouse.	P92-002-SF	$6.00	_____
Unauthorized Communication Handbook for AOD Coordinators (1991). Western Regional Center for Drug-Free Schools and Communities.	P91-002-UCH	$5.00	_____
Us by Us (1992). Poems and Stories by Youth. Midwest Regional Center for Drug-Free Schools and Communities.	P92-003-UBU	$1.50	_____
Conference Proceedings - Building Partnerships for Change: Restructuring to Make Drug-Free Schools and Communities a Reality (1991). Midwest Regional Center for Drug-Free Schools and Communities.	P91-001-BPC	$5.00	_____
Conference Proceedings - Doing What It Takes to Make Schools and Communities Drug Free (1992). Midwest Regional Center for Drug-Free Schools and Communities.	P92-001-DFCP	$5.00	_____

**Additional video, audio, and print products will be forthcoming.*

To order these products, write a check to: **North Central Regional Educational Laboratory**

Please photo copy and mail with check or purchase order to:

North Central Regional Educational Laboratory
Publications Department
1900 Spring Road, Suite 300
Oak Brook, IL 60521
(708) 571-4700

Name: _____

Address: _____

_____

Phone: _____

NDN National Diffusion Network: . . . . . .

Educational Programs That Work

The National Diffusion Network (NDN) is a dynamic system for sharing successful educational programs. Funded by the U.S. Department of Education, it makes exemplary programs from throughout the nation available to local schools. To become part of the NDN, a program must document its positive impact on teaching and learning, demonstrate that it can be successfully replicated in other schools, and prove its cost effectiveness. NDN programs meet the needs of students of every age--preschool through college--and the needs of educators. Programs are available in areas like:

At-Risk	**Drug Free**	**PE/Health**	**Social Studies**
Bilingual Ed	**Fine Arts**	**Pre-school Ed**	**Special Ed**
Chapter I	**Language Arts**	**Reading**	**Vocational Ed**
Computers/CAI	**Mathematics**	**Science**	**Writing**

You can adopt NDN programs with confidence because every NDN program undergoes a rigorous validation process. Evaluation specialists from universities, professional organizations and the U.S. Department of Education--serving on a Program Effectiveness Panel (PEP)--review programs for educational effectiveness and significance. They study results of pre- and post-tests, control groups, standards of effectiveness, and factors such as replication potential and cost effectiveness. This approval process assures quality educational programs and excellence in staff development programs at a reasonable cost.

Using new programs--teacher developed or textbooks--in the same old way only leads to the same old results. Thats why staff development is the most important factor in successful educational change. It is difficult to find good in-service, and creating your own staff development program can be both time and cost prohibitive. The NDN can help you solve this problem because their programs come complete with staff development training which have already proved to be effective in bringing about positive change.

Contact your State Facilitator and take advantage of NDN services. State Facilitators serve as "matchmakers" between NDN programs and local public and non-public schools. State Facilitators want to help every school become a success story--and they have over 400 quality programs to help do the job! Your State Facilitator can provide you with awareness material by subject area or on specific programs. Once you select a program that meets your needs, they assist you in setting up training in your school or in locating training at other sites. They are also available to help with programs for in-service and conferences--see "sampler" of NDN programs appropriate for urban settings on pages 50-61. Call the State Facilitator who serves your state for details:

Illinois

Shirley Menendez, Project Director
Statewide Facilitator Center
1105 E. 5th Street
Metropolis, IL 62960
(618) 524-2664

Indiana

C. Lynwood Erb, Director
Indiana Facilitator Center
2635 Yaeger Road, Suite D
West Lafayette, IN 46947
(219) 722-1754
(219) 722-2911

NDN National Diffusion Network: . . . . . .

Iowa

Michele-Soria-Dunn, State Facilitator
Iowa Department of Education
Grimes State Office Building
Des Moines, IA 50319-0146
(515) 281-3111

Michigan

Elaine Gordon, Acting Facilitator
Michigan State Facilitator
Michigan Department of Education
Box 30008
Lansing, MI 48909
(517) 373-1807

Minnesota

Diane Lassman, Director
The EXCHANGE
CAREI - 116 U Press
2037 University Ave. SE
University of Minnesota
Minneapolis, MN 55414-3092
(612) 624-0584

Ohio

Mary Ellen Murray, Ohio Facilitation Center
Ohio Department of Education
Division of Inservice Education
65 South Front Street, Room 611
Columbus, OH 43215
(614) 466-2979

Wisconsin

Will Ashmore, State Facilitator
Wisconsin Dept. of Public Instruction
P.O. Box 7841
Madison, WI 53707
(608) 267-9179

Private School Facilitator

Charles Nunley, Director
Council for American Private Education
1726 M Street, N.W., Suite 1102
Washington, D.C. 20036
(202) 659-0177

At-Risk and Chapter I Programs

ADAPT Project

Focus: Special Ed. **Grades: 6 - 12**

Improves LD services by increasing skills, awareness, communication and coordination. Changes the way teachers teach and students learn.

CADPP: Computer Assisted Diagnostic Prescriptive Program

Focus: Reading, Math **Grades: 3-9**

When skills, student, and instructional materials files are loaded, customized prescriptions, IEPs are generated. For Apples, TRS 80, IMB/compatibles.

CAS: City As School

Focus: Alternative School **Grades: 9-12**

Alternative high school links students to learning experiences throughout any size community.

CLIMB: Coordinated Learning Integration - Middlesex Basics

Focus: Reading, LA, Math **Grades: K-12**

Improves performance with basic skills array. Math component emphasizes active involvement with concrete objects. Includes criterion referenced tests, content reading and study skills for all subjects.

DEEP: Diversified Educational Experiences Program

Focus: Alternative Program **Grades: 6-12**

Classroom "workshop" where students work cooperatively to complete tasks. Emphasizes success for every learner; decreases learner hostility.

Early Prevention of School Failure

Focus: Early Childhood **Grades: K-1**

Designed to prevent school failure by identifying developmental levels and learning styles of children ages 4 to 6. Follow-up program provided.

Every Child a Winner With Physical Ed.

Focus: Physical Ed. **Grades: 1-3**

Individualized P.E. program provides fitness and motor skills for all children regardless of physical or mental ability.

Focus Dissemination Project

Focus: Alternative Program **Grades: 9-12**

Program for students who have low self-esteem, lack motivation and confidence. Provides structured "school within a school" and group counseling.

GRADS

Focus: Alternative Program for Pregnant & Parenting Teens **Grades: 9-12**

Keeps pregnant and parenting teens in school, encourages good health care practices, and helps young parents set occupational goals. Teens learn practical problem solving for home, school, work; build self-esteem; learn to judge consequences, alternatives; and develop economic independence.

High/Scope

Focus: Early Childhood **Grades: Pre-K**

Serves early childhood programs by mainstreaming mildly and moderately handicapped children. Teachers plan developmentally appropriate experiences, encourages children to extend their learning.

HOTS: Higher Order Thinking Skills

Focus: Reading, Math **Grades: K - 8**

Computer-involved critical thinking program. Improves basic skills without remediation. Teacher challenges students to speak, think, succeed.

IMPACT: Improving Minimal Proficiencies by Activating Critical Thinking

Focus: Critical Thinking **Grades: 6 - 9**

Features math/LA lessons and student instruction in thinking skills. Includes teaching strategies and peer coaching.

IPIMS Reading Center

Focus: Drop-Out Prevention **Grades: 7-12**

Organizational system used to set up, run a remedial reading/learning center. Focus is improved achievement, drop-out prevention of high risk students.

KITE: Kindergarten Integrated Thematic Experiences

Focus: Reading, Math, LA **Grades: K or 1**

Success-oriented, multi-sensory program uses manipulatives, oral language and writing. Includes interactive large group activities and individualized mastery worksheets. Interest stimulated through use of characters from outer space. Spanish version available.

New Model Me (Curriculum for Meeting Modern Problems)

Focus: Behavior Problems **Grades: 9-12**

Helps students understand why people behave as they do and provides them with alternatives for solving personal problems. Student-centered approach emphasizes esteem building, contemporary activities. Fits into health, social studies, programs for at-risk students.

Positive Attitude Toward Learning

Focus: In-Service **Grades: K-12**

Classroom based training kits used to improve student achievement by building teachers competencies in effective teaching strategies.

RIDE

Focus: At-Risk **Grades: 1-12**

Provides teachers with the skills, resources and support needed to accommodate at-risk students in regular classrooms. Holistic approach uses "SWAT" building-level teams to help teachers deal with problems.

Social Decision Making and Problem Solving

Focus: Self-Control, Decision Making **Grades: 1-6**

Decision making model providesguided practice, role playing, dialoguing and gives children the knowledge to use these skills in real life. Teaches them to "think clearly" under stress--an essential skill in the prevention of substance abuse and delinquency.

Success

Focus: Reading Tutors **Grades: K-12+**

Teaches phonics, sight words to regular and remedial students. Includes one-on-one, small group, large group, plan to train, supervise tutors.

Systematic Screening for Behavior Disorders

Focus: Special Education **Grades: 1-6**

Practical process for systematic mass screening and identification of regular classroom students who may be at-risk of developing behavior disorders.

Valued Youth Program

Focus: At-Risk, Tutoring **Grades: 7-8**

Cross-age tutoring program to reduce drop-out rates among LEP students. "Values" at-risk students by placing them in positions of responsibility as tutors of younger students.

Additional Chapter I Programs listed under Mathematics and Reading Programs.

Drug & Substance Abuse Programs

CASPAR Alcohol & Drug Educ. Program

Focus: Alcohol, Drugs **Grades: K-12**

Program focuses on real life issues and emphasizes student involvement through role plays, polls, debates, drawings and discussions. Contains spiral curriculum modules and trains teachers to identify and refer students with alcohol-related concerns.

CHOICE

Focus: Cancer Prevent. **Grades: K-12**

Health program designed to reduce the risk of cancer. Curriculum kits include filmstrips, experiments, decision-making scenarios, debates and discussions. Overall emphasis is on positive health promotion, personal responsibility for health, understanding of risk and risk-reduction.

Growing Healthy

Focus: Health, Alcohol, Drugs **Grades: K-7**

Complete health education program teaches students about their bodies. Includes information about drugs, alcohol, disease prevention, safety. Learning center approach allows children to explore resources, learn decision making, and work in small groups. Integrates well with other subjects like reading, writing, math, science, P.E.

Have a Healthy Heart

Focus: Heart Disease **Grades: 4-6**

Supplemental health program teaches students health-promoting habits to reduce the impact of heart disease. Consists of separate fitness and life-style units which can be taught in regular classroom, or in P.E., health or science classes. Information on effects of smoking, overweight, stress, exercise, cholesterol and hypertension.

JEFFCO Life Science

Focus: Life Science **Grades: 7-8**

Full year integrated life science-health course that develops laboratory and thinking skills. Focuses on the human body, enables students to understand their body and make health-related decisions. Uses exploration, concept formation, application learning cycle. Materials include student textbook, instructional procedures, supportive background information, overhead transparencies, worksheet masters and optional student activities.

Know Your Body

Focus: Health, Drugs, Tobacco, Alcohol **Grades: 1-6**

Stresses individual responsibility for health-promoting decisions. The 1-3 program uses characters who serve as positive behavior models. The 4-6 curriculum includes goal setting, decision making, assertiveness training and communication skills. Empowers children with knowledge, attitudes, skills necessary to practice positive health behaviors related to nutrition, drug, tobacco and alcohol use, dental care, disease and accident prevention, exercise, self-management, growth and development, and AIDS.

Me-Me Drug & Alcohol Prevention

Focus: Self-Esteem, Drugs, Alcohol **Grades: K-6**

Based on the premise that if young children learn self-esteem and good decision making skills, they will be less likely to turn to drugs later on. Students learn about drugs; prescription and over-the-counter medicines; and the effects of alcohol, caffeine and nicotine. Contains over 100 activities for each grade level.

Ombudsman

Focus: Drugs, Self-Esteem **Grades: 5-9**

Combines accurate drug information with strategies to improve students self-esteem, decision making, and communication skills. Has activities to foster the development of self-worth, respect for others and refusal skills. Projects, like Peer-Helpers, provide students with opportunities to reach out to others in a creative, constructive way. Can serve as basis for a peer counseling/helpers program.

Stanford Adolescent Heart Health Curriculum

Focus: Heart Disease **Grades: 9-10**

Cardiovascular disease risk reduction/ prevention curriculum emphasizes self-regulation, self-efficacy, and social pressure resistance training. Modules focus on tobacco use prevention/cessation, physical activity, nutrition, coping with stress, and personal problem solving. Features introductory videodrama, guided role-playing simulations, discussion sessions, and personal change student notebooks.

Mathematics Programs

CAMEL: Calculator Assisted Math for Everyday Living

Level: General Math **Grades: 9-10**

Individualized program for students who have had little or no success in math. Students use calculators to perform computations to learn and apply "living skills" concepts. Some modules require students to use paper and pencil.

COMP: Conceptually Oriented Math Program

Focus: Mastery Learning **Grades: K-8**

Objective based, continuous progress, mastery learning math program meets individual needs through small-group instruction. Promotes cooperative planning, teaching, critical thinking skills.

Core Concept

Focus: Video Disc **Grades: 5-7**

Unique combination of remote control video disc lessons, intensive questioning allows teacher to monitor, support students. Fractions, decimals, word problems.

CSMP: Comprehensive School Math Program

Focus: Problem Solving **Grades: K-6**

Comprehensive, sequential math curriculum focuses on critical thinking, problem-solving. Children presented with sequences of problem-solving experiences in game-like and story settings. Gives children immediate access to mathematical ideas through non-verbal language, manipulatives, random devices and calculators.

Decision-Making Math

Focus: General Math **Grades: 6-9**

Takes math out of the textbook and transforms it into real life situations. Teaches four-step process for solving problems in and out of classroom. This supplementary program emphasizes process rather than solution.

Diagnostic Prescriptive Arithmetic

Focus: Basic Skills **Grades: 3-5**

Process oriented program that emphasizes teacher modeling and questioning strategies. Basic and problem-solving skills are developed thru real-life applications.

First Level Math

Focus: Manipulatives **Grades: K or 1**

Progresses from simple, concrete classification to higher order thinking skills using operations and symbols. Emphasis on understanding of fundamental math concepts through use of manipulative materials.

HOSTS Math

Focus: Computers **Grades: 6-9**

At-risk program includes diagnostic/prescriptive component with materials offered in manageable segments. Apple II computer used for drill and practice, testing and record keeping. Strategies include manipulatives, mental math and problem solving.

IPASS: Individualized Prescriptive Arithmetic Skills System

Focus: Basic Skills **Grades: 5-6**

Uses computers to instruct, manage student progress in classroom or "pull-out" settings. Includes locally developed criterion-referenced tests, plus instructional and management software: Apple, TRS-80, IBM/compatibles.

SITE

Focus: Problem Solving **Grades: 1-6**

Uses hands-on activities, manipulatives to develop higher level thinking skills. Integrates easily into existing curriculum. Features cooperative grouping, guided discovery, questioning strategies, and training of trainers program. Meets NCTM Standards.

Sound Foundations

Focus: Remedial Math **Grades: 9-12**

Unique program uses rock band job simulation to motivate underachievers. Students given a budget and must use math concepts like graphing, geometry, statistics to successfully guide band financially. Students work independently.

STAMM: Systematic Teaching And Measuring Mathematics

Focus: Cont. Progress **Grades: K-12**

Performance objective continuum correlated to most textbooks. Manual helps teachers organize objectives, games, enrichment activities. Materials available for gifted, LD, Chapter I.

SUM: Success Understanding Math

Focus: Manipulatives **Grades: 1-6**

Comprehensive program emphasizes direct instruction to facilitate student interaction. Questioning techniques, concrete objects used to develop understanding. Based on Piaget. Materials can be used with any text.

Team Accelerated Instruction: Math

Focus: Adv. Addition to Pre-Algebra **Grades: 3-6**

Combines interactive instruction, cooperative learning to maximize teaching and learning time. Teacher instructs students in small, homogeneous groups, then students practice skills in heterogeneous learn in teams.

Title I Mathematics Computer Assisted Instruction

Focus: Prescriptive **Grades: 3-6**

Students receive daily, ten minutes of concentrated drill. Computer adjusts instruction to students level, provides feedback. Operates in coordination with math-lab and a Title I teacher.

Utilizing Computers to Teach Secondary Math

Focus: CAI **Grades: 7-12**

Integrates into any math curriculum. Features Apple or TRS-80 programs in Applied Math, Algebra I & II, Geometry, Trigonometry, Calculus.

Reading & Language Arts Programs

Books and Beyond

Focus: Reading **Grades: K-8**

Increases students recreational reading, reduces TV viewing. Includes parent involvement. Meets needs of gifted, bilingual, special ed. students.

CIRC: Cooperative Integrated Reading and Composition

Focus: Reading, Writing **Grades: 2-6**

Students work in cooperative learning teams for team practice, peer assessment, and testing. Integrates writing, language arts and reading comprehension instruction.

CRISS: Content Reading Including Study Systems

Focus: Reading, Study Skills **Grades: 4-12**

Provides reading, writing, and learning strategies to help students develop lifetime learning skills. Study skills appropriate for all content areas.

ECRI: Exemplary Center for Reading Instruction

Focus: Reading, LA **Grades: 1-10**

Techniques to help all students master skills in reading, spelling, grammar, writing. Includes management system.

Ferguson-Florissant Writers Project

Focus: Writing **Grades: 3-12**

Staff development program in which teachers practice instruction techniques and develop writing skills.

First Level Language

Focus: Language Dev. **Grades: Pre-K- 1**

Facilitates development of oral language, and basic language skills such as conceptual language, auditory discrimination, and auditory memory. Formerly Kindersay.

Folger Library Shakespeare Festivals

Focus: Shakespeare **Grades: 4-12**

Participatory approach leads students to understanding of Shakespeare. Students study, prepare and perform a scene for peers, then become audience for other performing students.

HOSTS Reading

Focus: Reading, Mentoring **Grades: 2-6**

Combines "high tech" computerize data base and "high touch" one-on-one tutoring. Reading skills, self-esteem are improved through daily contact with local volunteers.

Individualized Language Arts

Focus: Writing **Grades: 1-6**

Teacher evaluates class writing samples to determine teaching priorities. "Communication spiral" links composition to the other language arts, real-life experiences. Record-keeping lets students see progress.

Kenosha Model

Focus: Language Experience **Grades: K-6**

Individualized program uses language experience approach. Students talk, write, read about their experiences. Successful with LEP students.

Learning to Read Thru the Arts

Focus: Arts, Reading **Grades: 2-7**

Interdisciplinary approach integrates total arts and total reading programs. Intensive, diagnostic, prescriptive, individualized program presented through the arts.

Profile Approach to Writing

Focus: Measuring Writing **Grades: 3-9**

Allows teachers to standardize their writing evaluation, increase objectivity and reliability. Reduces teacher grading time while providing an effective means to promote and show student writing progress.

Programmed Tutorial Reading

Focus: Reading **Grades: 1-4**

One-to-one tutoring program uses trained paraprofessionals to implement highly structured content, operational program.

QUILL: Writing with Computers

Focus: Computer **Grades: 3-8**

Apple computer program encourages students to use software for planning, composing, revising and printing text.

Reading Power in the Content Areas

Focus: Reading **Grades: 6-12**

Provides content area teachers with practical techniques to "close the gap" between students' reading abilities and content area reading requirements.

Reading Recovery

Focus: Remedial Reading **Grade: 1**

Intensive one-on-one intervention program. Moves bottom quartile of first graders to average or better in 16-22 weeks.

READ:S (Reading Education Accountability Design: Secondary)

Focus: Reading, Study Skills **Grades: 7-12**

Improves reading and thinking skills across the curriculum. Provides content area teachers with the skills to develop vocabulary, comprehension and study skills modules related to their content areas. Reinforces skills taught in English, reading classes.

ReCaRe: Reading & Content-Area Resource Center

Focus: Develop. Reading **Grades: 10-12**

One-semester developmental reading program for students of ALL abilities. Individualized instruction rotates student thru skills in comprehension, vocabulary, reading rate, study skills.

RITE: Reading Improvement by Teaching Effectively

Focus: Reading **Grades: 2-6**

Pull-out program improves comprehension by focusing on word meaning, thinking skills, and literature.

Success

Focus: Reading **Grades: K-12+**

Teaches phonics and sight words to regular and remedial students. Includes one-to-one, small group, large-group, and a plan to train and supervise many tutors.

TALK

Focus: Vocabulary Develop. **Grades: K-3**

Positive reinforcement, creative thought, active participation, fun learning used to improve expressive and receptive vocabulary skills and language.

TV Reading and Communication

Focus: Reading Skills **Grades: 4-8**

Uses TV to teach academic, psycholinguistic skills. Videotapes provide basis for lessons related to oral language, reading, writing; also skills such as memory, grammar, and visual, auditory integration.

WR.I.T.&E.

Focus: Writing Process **Grades: K-12**

Practical application of the writing process designed to improve students writing competency. Includes curriculum guide, management handbook.

Science Programs

Foundational Approach to Science Teaching

Focus: Science **Grades: 6-11**

Actively involves students in inquiry, discovery learning while developing basic science concepts, thinking skills. Named #1 U.S. urban science program. DASH, companion K-5 program, under development.

Fishbanks, Ltd.

Focus: Science, Math, Soc. St. **Grades: 9-12**

PC-based, role-playing simulation enables students to formulated economic, political policies to sustain natural resources. Includes system dynamics, group problem solving.

Hands-On Elementary Science

Focus: General Science **Grades: 1-5**

Emphasizes scientific process and problem solving. Activities are hands-on and come in grade level guides. Kits available commercially.

Informal Science Study

Focus: Physical Science **Grades: 5-12**

Uses amusement park rides, sports and toys to spark students interest in physical science concepts like motion. Modular mini-units--ranging from simple to complex--feature laboratory activities, inductive discussion.

Life Lab Science

Focus: Life Science **Grades: 2-6**

Emphasizes the scientific processes with hands-on, indoor/outdoor activities. Students conduct experiments using a garden lab. Integrates math and L.A. activities into the curriculum.

Mechanical Universe

Focus: Physics **Grades: 9-12**

Students view video segments of physics experiments. Comprehensive guide available to assist with classroom implementation.

Pablo Python Looks at Animals

Focus: Life Science **Grades: K-3**

Multi-disciplinary program uses zoo's resources to teach fundamental science skills, communication skills, math, reading and the arts.

PRISMS

Focus: Physics **Grades: 7-12**

Makes physical science, physics enjoyable by relating concepts to everyday experiences. "Learning cycle" used to blend exploratory, application activities, concept development.

Sci-Math

Focus: Problem Solving **Grades: 7-12**

Uses rates and ratios to simplify problem solving. Students understand and relate to hands-on, everyday life activities of curriculum.

Starwalk

Focus: Astronomy **Grades: 3-6**

Structures earth , space science lessons around visits to planetarium. Excellent source of lesson ideas for use with portable planetariums.

RAMPS

Focus: Physical Science **Grades: 8-9**

Stresses the relationships in math and science through use of inexpensive, hands-on science experiments. Students develop understanding of equations as they apply to science.

WIZE

Focus: Life Science **Grades: 7-9**

Combines classroom study of animals with the unique resources of zoos. Uses multi-disciplinary approach to improve students' understanding of ecology and wildlife conservation.

Zoo Opportunities Outreach

Focus: Life Science **Grades: K-6**

Children explore the world of animals, learn about conservation with Z.O.O. lessons which incorporate science, math, LA activities.

Social Science Programs

Facing History and Ourselves

Focus: Social Studies **Grades: 8-12**

Interdisciplinary curriculum focuses on critical thinking, contemporary society and multicultural education thru study of Holocaust.

GeoGram Project

Focus: Geography **Grades: 6-8**

Brings together the studies of physical, cultural and economic geography with the skills of critical thinking and expository writing. Allows students to "travel" and learn about India, China, Japan, Central and South American, and U.S. Gateway Cities.

History Theater of Ideas

Focus: Local History **Grades: 7-12**

Uses dramatized events in state, local history--researched, written, acted by a group of local high school or college students--followed by a discussion between students and actors of issues in the play.

Institute for Political & Legal Education

Focus: Citizenship **Grades: 6-12**

Turns "students on to active citizenship"by involving them in role play, values clarification and case studies. Includes voter education, introduction to law, juvenile justice, individual rights, and Congressional simulation.

Life Unworthy of Life

Focus: Holocaust **Grades: 9-12**

Self-contained Nazi Holocaust unit can be used with any world history course. Reflects recent historical scholarship, provides manageable instructional format for teachers.

Preparing for Tomorrow's World

Focus: Science, Soc. St. **Grades: 7-12**

STS futures oriented, multi-disciplinary curriculum designed to promote higher level thinking skills. Uses variety of activities including decision making models, scenario writing, debates, futures forecasting, simulations and role playing.

Polar Regions

Focus: Geography **Grades 5-8**

Investigative, problem solving approach to study of polar regions. Thinking skills, laboratory activities are emphasized. Develops global geography concepts in social studies, science.

Preparing Instructional Teams to Teach Effective Citizenship

Focus: Citizenship **Grades: 7-9**

Equips teams of teachers, building administrators and police officers to deliver a nine-week, law-related course. Students learn about the law, and experience personal growth in improved attitude towards school and diminished delinquent behavior.

REACH: Respecting Ethnic and Cultural Heritage

Focus: Multicultural Ed. **Grades: 1-12**

Uses a global approach to infuse multicultural education into any social studies program. Grade level "seed curricula" focuses on communication skills, cultural self-awareness, multicultural knowledge, and cross-cultural experiences.

Teaching Geography

Focus: Geography **Grades: 4-12**

Treasure trove of materials, lesson plans, teaching strategies from the National Geographic Society.

R&D Research and Development Centers . . . .

Center for School Improvement, University of Chicago . . . . . .

Leading Change is one of a series of programs sponsored by the Center for Schools Improvement. It is an intensive, residential, ten-day program that addresses principals' roles and responsibilities for initiating and supporting meaningful change at the local school level. The program is housed in a sheltered environment away from the city where participants can learn and practice new skills, acquire and refine knowledge, and reflect with other principals. Key elements of the program include presentations, simulations, case studies, role-playing, discussions, readings, and journal writing.

☎ Contact: Al Bertani, institute director, Center for School Improvement, University of Chicago, 5835 S. Kimbark, Chicago, IL 60637, 312-702-0663.

The Center for School Improvement also coordinates the Consortium on Chicago School Research, which is a research and dissemination partnership among Chicago area university staff, the Department of Research, Evaluation, and Planning of the Chicago Public Schools, research advocacy groups, and Chicago foundations. Two primary purposes of the Consortium are to 1) collaborate on the development of a research agenda for the Chicago Public Schools, and 2) disseminate and support the use of Consortium research by Chicago public schools and the Chicago area research community. The Consortium recently published the results of a survey of Chicago elementary teachers' views of Chicago school reform, entitled "Charting Reform: The Teacher's Turn."

☎ Contact: Penny Sebring, Center for School Improvement, University of Chicago, 5835 S. Kimbark, Chicago, IL 60637, 312-702-8047.

Center for Urban Educational Research and Development (CUERD), University of Illinois at Chicago (UIC) . . . . . .

The CUERD is dedicated to the improvement of educational opportunity for young people, with particular attention given to elementary and secondary schools in Chicago. CUERD works toward potential solutions to problems associated with urban schooling by conducting research on critical urban issues, making the research available to support the professional development of urban educators, facilitating the transfer of successful educational interventions, and implementing programs to enhance minority preparation for and representation in higher education.

CUERD draws on faculty expertise across the UIC campus to design and guide interventions in urban schools. Current research and development emphases include the politics of school reform; the urban social organization and its impact on schooling outcomes; relationship between family, community, and school; educational leadership; improving the effectiveness and efficiency of schools; and the school as a moral domain.

CUERD Report is available. Contact: Lascelles Anderson, director, Center for Urban Educational Research and Development (M/C 147), c/o the University of Illinois at Chicago, Box 4348, Chicago, IL 312-996-5161.

Center for Research on Effective Schooling for Disadvantaged Students (CDS), Johns Hopkins University . . . . . .

The Center strives to improve the education of disadvantaged students at each level of schooling through new knowledge and practices produced by thorough scientific study and evaluation. It is housed at the Johns Hopkins University as a national research center funded by the Office of Educational Research and Improvement. Research is conducted in four area programs: Early and Elementary Education; Middle Grades and high Schools; Language Minority; and School, Family, and Community Connections.

☎ Contact: Jomills Henry Braddock II, Center Director, CDS, Johns Hopkins University, 3505 N. Charles St., Baltimore, Maryland 21218, 301-338-7570.

R&D Research and Development Centers . . . . .

Center for Urban Education, DePaul University . . . . . .

Through funding from AT&T, DePaul University established the Center for Urban Education to help improve teaching in the Chicago Public Schools. The Center builds on ten years of inner-city school partnerships and elementary and high school curriculum projects of the DePaul Center for Economic Education. All of the Center's programs are built in cooperation with teachers, Chicago-focused, and school/community-based.

The Urban Teacher Corps program prepares individuals moving from another career to teach in Chicago schools. The Reading/Writing/Thinking Chicago program provides the K-12 curriculum foundation for the Chicago Curriculum Complement. The materials include frameworks for students to write and read about their community, as well as resource materials to develop knowledge and appreciation of the student's cultural heritage. The School/Community Learning Network links 31 schools and communities to the curriculum of the Center. Brochure available.

Contact Barbara Radner, director, Center for Urban Education, DePaul University, 243 S. Wabash, Chicago, IL 60604, 312-362-8173.

Chicago Public Schools Department of Research, Evaluation, and Planning . . . . . .

Published in September 1991, *Getting Started: A Survey of Local School Council Members* presents the results of a survey of 700 Local School Council members commenting on Chicago school reform. The survey reports on the activities of Local School Council members in school improvement planning, budgeting and school management, and principal evaluation. Local School Council members will be surveyed again in the 1992-1993 school year on these issues.

Contact: Siegfried G. Mueller, research administrator, Department of Research, Evaluation, and Planning, Chicago Public Schools, 1819 W. Pershing Road, Chicago, IL 60609, 312-535-8095.

Effective Schools Institute . . . . . .

Established in June 1990, the Effective Schools Institute provides training and resources that improve student outcomes to schools across the nation. The Institute's board of directors includes such distinguished educators as Larry Lezotte, John Murphy, George McKenna, Jaime Escalante, and Marva Collins.

The Institute shares ways to create learning environments where 95 percent or more students can master the essential curriculum regardless of race, culture, socioeconomic status, primary language, or gender. Transforming strategies to improve student performance over a period of three years are offered in Institute trainings.

Contact: Toni Moynihan McCoy, executive director, the Effective Schools Institute, 53 W. Jackson Blvd., Suite 918, Chicago, IL 60604, 312-435-0505.

National School Services . . . . . .

Established in 1976, National School Services, Inc., publishes several innovative programs and products to meet the needs of schools locally and nationally in staff development and school reform. Staff development seminars feature research-based educational programs and strategies on classroom management, school improvement, outcomes-based education, parent involvement, and professional development for teachers.

National School Services offers Needs Assessment Surveys to identify school strengths and areas for development and generates school profiles and baseline data. The Parent Workshop newspaper is published five times a year to strengthen ties between home and school and build self-esteem of students. The Urban Principal's Handbook shares practical ideas in resolving problems and building successful schools in ten key areas.

☎ Contact: Norman T. Olson, president, National School Services, 610 Wheeling Road, Wheeling, IL 60090, 800-262-4511.

Urban Teacher Education Program (UTEP) . . . . . .

The Urban Teacher Education Program is a multi-school district and university consortium for school-based professional preparation and development serving Northwest Indiana. Members include: Indiana University Northwest; the School City of East Chicago and East Chicago Federation of Teachers; the Gary Community School Corporation and Gary Teachers Union; the School City of Hammond and Hammond Teachers' Federation.

UTEP Option I is an innovative preservice initiative that is structured to involve equally classroom teachers and university professors in the preparation of educators working in urban schools. IUN undergraduates, under the supervision of a Teacher-Instructor, work with students in one of the three designated Professional Development Centers (PDCs) to develop their teaching skills.

UTEP Option II, the experimental inservice program for graduates, is designed to reach the "best and the brightest" noneducation majors who want to be teachers. This includes persons with undergraduate degrees in fields other than teacher education who have worked in first careers, raised families, or retired. Option II interns prepare for teaching through guided practice and hands-on experience in regular classrooms. This program also develops administrative and record-keeping skills and emphasizes partnerships with colleagues, community members, and parents.

☎ Contact: John Attinasi, Director, The Urban Teacher Education Program, Sycamore 217, Indiana University Northwest, 3400 Broadway, Gary, IN 46408, 219-980-6887.

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1603 S. Michigan, Suite 402
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Cause for Applause: Strategies that Work in Urban Schools featured four dynamic keynote presentations. Audiotapes are available through ACTS, Inc., 14153 Clayton Road, Ballwin, MO 63011, (314) 394-0611. See opposite page for order form. Selected excerpts of keynote presentations are printed in the conference proceedings of "Doing What It Takes to Make Schools and Communities Drug Free." For your free copy, contact Kelly Brown, MRC Resource Center, 1900 Spring Road, Suite 300, Oak Brook, IL 60521, 800-252-0283 or 708-571-4710.

Patricia Russell-McCloud, J.D., Elks Oratorical award winning orator and president of *Russell-McCloud and Associates*, a motivational speaking and training professional association. Recognized nationally as an expert on leadership development and urban educational reform, attorney Russell-McCloud has inspired educators and policymakers to have broad visions that support the learning of all students.

Audiocassettes of various presentations available, including "Black America: At the Fork of the Road," "Leadership: At Risk?" and "If Not You - Who? If Not Now - When?" for $8.00 apiece. Contact: Russell-McCloud Associates, P.O. Box 90966, Atlanta, GA 30364-0966, 404-765-0440.

Jonathan Kozol, nationally recognized lecturer and author of *Savage Inequalities, Illiterate America*, and *Death at an Early Age*. Drawing on visits to classrooms in some 30 neighborhoods around the country, this prominent social activist and former fourth grade teacher speaks of racial and economic segregation in American schools today. Videotape available. (See page following page 46)

Protase "Woody" Woodford, appointed Distinguished Linguist to the U.S. Naval Academy. Worldwide speaker and consultant, Mr. Woodford has inspired educators of linguistically diverse children to promote cultural diversity as a powerful and important component of the learning process. Videotape available. (See page following page 46)

Jeff Howard, president, Efficacy Institute in Massachusetts, a nonprofit educational service organization involved in projects to promote the development of minority children in public school systems across the country, including Chicago, Detroit, Atlanta, Los Angeles, and Washington, D.C. Efficacy training and materials can help you:

- Gain new insights about the cultural and environmental factors that impact development
- Examine the psychological factors that affect performance
- Map the obstacles to the intellectual development of minority children, and develop strategies for gathering support and shaping desired outcomes
- Explore the concept of development; not as a trait, but as a process that can be learned and taught

For information on getting Efficacy training and/or materials for your school, call 617-862-4390.

NCREL's Urban Education Network (UEN)

The UEN is an urban school improvement network sponsored by NCREL that includes the seven state departments of education in the NCREL region and the largest school districts in each of these states. The primary purpose of the UEN is to improve instruction and learning in urban schools. The UEN disseminates effective educational strategies and resources to urban districts in the NCREL region.

Based on an annual survey of UEN members on pressing issues in urban education, the UEN sponsors activities and products relevant to urban educators, including:

- Regional conferences and policy forums
- Resource guides in urban education, with conference highlights and listings of regional urban programs
- Annual membership directory
- Published position and policy statements
- Network membership and participation in the National Urban Alliance for Effective Education

Any urban district may request open membership status in the UEN. Send requests to: Lynn Stinnette, director, Urban Education, NCREL, 1900 Spring Road, Suite 300, Oak Brook, IL 60521.

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To receive a Call for Presentation Proposal or conference information contact:

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